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ABSTRACT

Local evaluation of the Follow Through Program in Philadelphia 1971-72 set itself the task of filling in those areas in earlier evaluations which it had not had time to devote itself to. A comprehensive study was made of program personnel and parents' perceptions of the Follow Through Program and of Follow Through pupils performance on city-wide standardized tests. It is concluded that all levels of program personnel and parents seem to be highly convinced that the program should continue. A considerable number of suggestions for modifications in policies and procedures among upper level personnel focus on changes in and/or combinations of models or model components, better Federal and sponsor support, and better evaluation efforts at all levels. There seems to be agreement overall that the program has a positive effect on pupil attitude and attendance. With respect to the program's effectiveness in subject matter areas, all levels of program personnel and parents seem to indicate fairly high satisfaction in all areas except science and social studies. All levels of program personnel seem to welcome parent involvement. There seems to be very good implementation throughout the program of the special supportive services aspect. (Author/JM)

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AN EVALUATION OF THE FOLLOW THROUGH PROGRAM IN PHILADELPHIA, 1971-1972
VOL. I
PROGRAM PERSONNEL'S AND PARENTS' PERCEPTIONS OF THE PROGRAM

November, 1972

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Report Number 7223 (A)
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Recognition of the services of Dr. John B. Peper, past Executive Director of the Office of Research and Evaluation is acknowledged. Dr. Peper, serving a joint appointment as Associate Professor, University of Virginia and Consultant to the Texas Educational Renewal Center in Austin, served the Office of Research and Evaluation over the period 1970-1972.

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The School District of Philadelphia

Follow Through Schools and Principals

Spring, 1972

Schools	Principals
Arthur School 20th and Catharine Streets Philadelphia, Pa. 19146	Mr. Murray Ginsburg
Duckrey School 15th and Diamond Streets Philadelphia, Pa. 19121	Mr. Sylvester Webb
Dunbar School 12th Street n. of Columbia Avenue Philadelphia, Pa. 19122	Mr. Eugene J. Strolle
Drew School 38th Street south of Powelton Avenue Philadelphia, Pa. 19104	Mrs. Franzella Buchanan
Elverson School 13th and Susquehanna Avenue Philadelphia, Pa. 19133	Mrs. Edyth Ingraham
Ferguson School 7th and Norris Streets Philadelphia, Pa. 19122	Mrs. Sadie Mitchell
Fulton School Haines Street east of Germantown Avenue Philadelphia, Pa. 19144	Mr. Jesse DiTeodoro
Harrison School 11th and Thompson Streets Philadelphia, Pa. 19122	Mr. James Pastore
J. B. Kelly School Pulaski Avenue & Hansberry Street Philadelphia, Pa. 19144	Mr. William Seiberlich
Ludlow School Sixth and Master Streets Philadelphia, Pa. 19122	Mr. Joseph Sweeney
McMichael School 36th Street & Fairmount Avenue Philadelphia, Pa. 19104	Mr. John A. Watson

Schools	Principals
Nebinger School Sixth and Carpenter Streets Philadelphia, Pa. 19147	Mr. Richard Becker
Pratt-Arnold School 22nd and Susquehanna Avenue Philadelphia, Pa. 19121	Mr. Elliot Jacoby
E. M. Stanton School 17th and Christian Streets Philadelphia, Pa. 19146	Mr. Michael Iannelli
Stevens School Spring Garden west of 13th Street Philadelphia, Pa. 19123	Mr. Morris Berkowitz
Waring School 18th and Green Streets Philadelphia, Pa. 19130	Mr. Charles Day
A. Wilson School 46th and Woodland Avenue Philadelphia, Pa. 19143	Mr. Stanford James
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AN EVALUATION OF THE FOLLOW THROUGH PROGRAM IN PHILADELPHIA, 1971-1972 VOLUME I PROGRAM PERSONNEL'S AND PARENTS' PERCEPTIONS OF THE PROGRAM

INTRODUCTION

Local evaluation in Philadelphia 1971-72 set itself the task of filling in those areas earlier evaluations had not had time to devote themselves to. In the first three years of the program it was felt that the evaluation effort had to give primary attention to the accumulation of local documentation regarding each model's attempts to implement its ideals of functioning. It became clear that the fourth year of local evaluation had to take a different tack to respond to the questions being raised nationally regarding the program's operation and effectiveness in this final year of its first phase. Philadelphia, as the largest project site in the nation, was being counted on to supply as much "formative-summative" (i.e., summative for this stage of the program) evaluation information as possible.

The local evaluation staff (which was only brought up to full complement in January, 1972) concluded that its best course, in attempting to fulfill the role described above, was to commit itself to comprehensive collection of program personnel's and parents' perceptions of the Follow Through Program, and in-depth study of Follow Through pupils' performance on city-wide standardized tests, which by policy,

are administered in the Spring of each year. These kinds of data, it was judged, were the principal kinds of information to be obtained locally in this crucial fourth year of the program to complement National evaluation information. It had also been hoped to obtain locally derived pupil attitude data, but the staff's unavoidable late start in implementing activities, and the already heavy burden of testing placed on Follow Through schools in the Spring, dictated that this dimension be postponed to a later time (hopefully no later than 1972-73). One other goal the staff had hoped to achieve in 1971-72 was made attainable in much more comprehensive fashion than would have been possible otherwise, through a special request made by the Research and Evaluation Planning Section of the Follow Through Branch of the U. S. Office of Education (OE) in June, 1972. The request was for a comprehensive study of teacher and pupil continuance and transience in the program in Philadelphia from 1968 to 1972, to be completed by October, 1972. In meeting this request from OE, the establishment of an accurate (as far as possible) individual pupil data deck for all pupils in the program since its inception was made possible, which had been the additional goal, mentioned above, of local evaluation in Philadelphia in 1971-72.

This first volume of evaluation information for 1971-72 will concentrate on interview and survey data only; a second volume deals exclusively with achievement aspects of the evaluation, but also draws on information collected in the above-mentioned continuance study. Interview and survey data are not treated exhausively in this report.

This represents, rather, a summarization and distillation of a number of separate reports (Goodwin and Tolliver, 1972 a, b, c; Lukshus, 1972; Tolliver and Lukshus, 1972, and Tolliver, 1972). A descriptive updating of the development of the Follow Through Program in Philadelphia (Goodwin, 1972) is not summarized here, since it stands apart as a completely different perspective than that involved in this document.

PART I. GENERAL PERCEPTIONS

Dividing the report into General Perceptions (Part I) and Views of Program Functioning in Specific Areas (Part II) is principally for emphasis, and the two main parts and subdivisions have a number of overlapping fronts. The topics are presented in this order and in this form to provide adequate highlighting of the various perspectives of the different groups involved, according to the different forms of data collection used. In the entire discussion, data from all groups will be combined, as possible. Program Directors, Model Coordinators, and Principals were personally interviewed. Much more and varied information, then, was available from these groups; Team Leaders and Teachers, and Classroom Aides responded to a fairly detailed questionnaire; these groups provided the next level of abundance of information. Parents responded to a relatively short, direct questionnaire format, hence the least amount of in-depth information is available from this group. Copies of each instrument are found in the Appendix.

"Program Directors" refers to the views of Dr. Milton Goldberg, Executive Director of Early Childhood Programs, and Mrs. Leontine Scott, Director of the Follow Through Program in Philadelphia. Their perceptions will be identified by "Executive Director" and "Director" respectively.

All six Model Coordinators' views were obtained, and in addition one representative from the Model Management Team, which coordinates the Behavior Analysis Model, furnished her perceptions.

The entire 18 Follow Through Principals were interviewed personally, so the Principal level of Program personnel is also represented in its entirety.

249 Team Leader and Teacher questionnaires were distributed, encompassing this entire program personnel level. Returns were obtained from 241, 97% of the whole teacher population for the program.

Slightly over 400 (405) paraprofessionals work in the program in Philadelphia. Questionnaires were distributed to the entire group (herein referred to as "Classroom Aides") with responses obtained from 354 (87%).

From teacher class lists supplied at the time the parent questionnaires were ready for distribution in the Spring of 1972, it was determined that 6227 pupils were on roll at the time. Questionnaires were sent to every parent; returns were received from 4337, 70% of this group. Of this 4337, 53 (1%) had unuseable responses; 331 (8%) were Spanish Language returns; 3958 (91%) were English. (Spanish speaking parents were sent an English and a Spanish form.) Follow Through pupils were relied on to distribute the questionnaires to their parents. Each child was given a packet, addressed to his parent, containing a letter of explanation, the questionnaires, and a return envelope addressed to the Principal of the school. Parents were requested to seal their completed questionnaires in the return envelope and have their child turn it in to their teacher, who would then reward the child with a special Follow Through button.

The basic stance taken by the staff in regard to the use of interviews and surveys was that cooperation on the part of the respondents, and understanding and acceptance of the kinds of questions being asked, were the principal considerations. Every form of the interview and survey formats was presented to representatives of each group involved for suggestions and comments, prior to settling on the final form of each instrument. The process involved numerous revisions, but it was felt that this kind of "interactive" development of each instrument produced the interest and cooperation that was generated. (This approach also included acceptance of the suggestion from parent representatives to adopt the reward system employed in securing questionnaire returns from Follow Through parents.) The evaluation staff holds the position that complete prior openness with respondents and continuous efforts to secure their cooperation take priority over all technical concerns.

This part is divided into two sections: A. Major Program Benefits, and B. Suggested Modifications.

A. Major Program Benefits

The Executive Director regards the program as having had an important beneficial effect on:

1. Children's attitudes toward school.
2. Their health and total well-being.
3. Parents' attitudes toward school.
4. The school system's attitude toward parents.

He sees the program as an institutional change agent influencing fiscal and hiring procedures to be much more responsive to school needs, influencing educators to think more in terms of continuity of service over a period of time, and lending increased credibility to the notion of varied approaches to instruction. These are all noteworthy benefits from the program, in the Director's mind, whether the program's success is measureable in achievement terms or not.

The Director would also stress:

1. The positive relationships between home and school attributable to the program, replacing former antagonism in many areas.
2. The feeling now among parents that school is an extension of the home and that they have more input into school programs.

She added that the program has increased the children's academic achievement overall, has increasingly personalized inter-relationships among staff members, and between staff members and parents, and has reduced the pupil-adult ratio in classrooms through parent involvement as paraprofessionals (volunteers or full-time, hired aides and scholarship parents).

Model Coordinators seem to concur with many of the above statements and present some additional perspectives. The advantages of the program, as they see them, might be listed as follows:

1. This is the first effective effort to educate the "whole child."

2. It is an effective program for changing teacher behavior.
3. The stress on individual instruction is necessary for achieving change in pupil achievement.
4. The "planned variation" factor has a healthy impact on curriculum development and staff development.
5. Parent Involvement has changed school-community relations for the better, and has also provided economic opportunities for parents.
6. The supportive health and nutritional services are a key element in the program's effectiveness.

The Principals reiterate many of the same themes, with a slight difference of emphasis perhaps at times. The program's advantages in their minds might be stated:

1. An enriched program like Follow Through is greatly needed in urban elementary education.
2. The "planned variation" dimension to the program not only provides new and relevant curricula, but also the structure to evaluate new approaches.

3. Parent involvement is essential in urban education.
4. The multi-adult staff made possible through the program provides the opportunity for truly individualized instruction.
5. The program has stimulated new approaches to in-service training and produced a better trained staff.
6. The supportive services provided by the program are essential to the "whole child" approach.

Team Leaders and Teachers responded to questionnaire items asking for their opinion as to whether the Follow Through Program should continue or not, and the reasons for their response to the former question. "Yes" responses (%'s) to the question regarding the program's continuance are found in Table 1. Eighty-three percent in the total program registered "Yes" votes. The Florida Parent and Philadelphia Process Models are lowest in percentage of "Yes" responses (78%), but the median percentage among models would be 81%. The 95% positive response in the Bilingual Model is 12 percentage points higher than any other model.

Their reasons for a vote of confidence in the program seem to fall in the following categories, in order of importance:

Table 1. Number and Percent of Teachers, Aides, and Parents Responding "yes" to the question: Should the Follow Through Program be continued?" - By Total Program and Models.

PROGRAM AND MODELS	"YES" RESPONSES					
	Teachers		Aides		Parents	
	N	%	N	%	N	%
Total Program	200	83	345	98	3987	92
Bank Street	25	81	56	100	530	91
Behavior Analysis	42	82	113	98	915	95
Bilingual	41	95	35	92	604	88
EDC	35	80	42	95	733	89
Florida Parent	18	78	33	97	373	93
Parent Implemented	10	83	11	100	165	95
Philadelphia Process	29	78	55	98	662	94

1. Benefits to Children
2. Better Curriculum
3. Supportive Services Provided
4. Benefits to Parents and Community
5. Benefits to Teachers
6. In-Service Training Provided.

Classroom Aides were asked to respond to the same two questionnaire items as were addressed to Team Leaders and Teachers. Their "yes" votes in favor of the program's continuance are close to being unanimous (Table 1). "Yes" responses in the total program were 98%. The lowest percentage of positive responses is found in the Bilingual Model (92%).

As reasons for their belief in the program, Classroom Aides would concur with the Team Leaders and Teachers both as to type of reason and relative order of importance, except that "Provides Employment" would replace the Team Leaders' and Teachers' "In-Service Training," #6 above.

Follow Through Parents were also asked whether they thought the program should be continued, and responded as in Table 1. The total program "Yes" response was 92%. Again, the lowest response (found in the Bilingual Model - 88%) is not very far below the other models' percentages.

The Parent questionnaire did not include an open-ended item soliciting reasons for the above responses; the reasons why Follow Through Parents would vote this way for the program will become clearer, however, in the following sections.

All levels of program personnel and parents seem to be highly in favor of the program's continuance, though Teachers seem to be very slightly less convinced of this than the other groups. The reasons given for favoring the program all seem to indicate that the unique characteristics of Follow Through, i.e., planned variation in instruction, with heavy emphasis on parental involvement, and special supportive services, are very much appreciated by the staff involved.

B. Suggested Modifications

The Executive Director indicated that the following kinds of modifications would be of advantage to the program:

(1) More explicit identification on the part of model sponsors of their particular approach.

(2) More sponsor and program directors' control over principal and teacher assignments.

(3) An extension of the program in Philadelphia in terms of more models, more schools, and higher grade levels.

(4) Additional forms of compensation for Follow Through personnel as incentives.

(5) Further improvement in the supportive services area.

(6) More effective research and evaluation efforts especially in terms of longitudinal effects, non-cognitive effects, cost effectiveness, staff effects, parental involvement patterns, and supportive services effects.

While he expressed satisfaction with Federal and Sponsor personnel inputs, he noted the disappointing results of National evaluation, which he felt suffered from attempting to do too much in too traditional a research framework. He considered local evaluation efforts as becoming gradually more productive.

The Director stated that a different administrative structure was needed, one that could provide for a better form of accountability, and enable cost-effectiveness factors to be clearly delineated. She also approved of the Office of Education suggestion that each district in Philadelphia have a special program coordinator. In her opinion a direct line relationship should exist between the local evaluation unit and her office.

The Director felt that reductions in the Washington staff made more frequent visits to Philadelphia impossible, but that this situation was one very much in need of remedy. She considered sponsor inputs to be lacking sometimes in their responsiveness to the realities of school situations in Philadelphia.

Model Coordinators felt the following changes overall would be beneficial:

(1) An extension of the program to more schools and higher levels.

(2) A thorough reorganization of financial arrangements which now seem to involve unnecessarily laborious and protracted procedures.

One coordinator felt that a smocther transition stage from third grade (last year of the program) to fourth grade should be established. One also stated that the program seems to make teachers and parents "money hungry." One coordinator felt the supportive services were not being sufficiently made use of; another felt the services should be diversified according to need.

Regarding their model, the coordinators expressed themselves as follows:

Bank Street:

(1) Principals and teachers should be selected according to model ideals.

(2) Hiring of paraprofessionals should not be restricted to local community populations.

(3) The model coordinator should be a consultant to the principal.

Bilingual:

(1) Half of the teaching staff should be bilingual.

(2) The model should be less structured, allow more choice of instructional materials and add components from some other models.

EDC:

All models should be combined into one, based on a central concern for increased parental involvement.

Florida Parent:

(1) The model should have less structure and more instructional choices.

(2) EDC ideals should be incorporated.

(3) The coordinator should have more control over teacher assignments.

Parent Implemented:

(1) The model should have instructional alternatives, but in general should adhere more closely to the Philadelphia Process Curriculum.

(2) Regarding parent involvement, there should be a specialist hired, more skillful staff handling of this aspect, and more effort to bring in additional parents.

Philadelphia Process:

(1) Teachers should develop more materials on their own.

(2) In general closer adherence to AAAS ideals and the Human Development program would be beneficial.

(3) Pupils should be allowed more instructional options.

(4) Perhaps the models should be combined, but more research is needed.

Regarding Federal program input the coordinators felt that only the Behavior Analysis and EDC Models were given any attention. Two coordinators were satisfied with sponsor input, but the Bank Street coordinator felt there was little continuity in program goals; in the Behavior Analysis model it was felt that teachers should have more inputs into the curriculum; the Bilingual Model coordinator felt sponsor input was infrequent and not helpful, and curriculum changes were too frequent and discontinuous; the Parent Implemented coordinator felt there was too little sponsor contact. Neither National nor local evaluation was satisfactory to the coordinators, though two felt the latter was improving. One stated there was too little continuity in eveluation staffs to provide satisfactory operation.

The Principals' suggestions for the program might be summarized as follows:

(1) Extend the program to higher grades, but perhaps limit it to those identified as being able to benefit from specific program or model components.

(2) There is a very serious need to revamp the financial operations of the program; "too much red tape and confusion."

(3) Principals should be instructional leaders rather than program managers, and should be able to select teachers according to model ideals.

(4) The hiring pool for paraprofessionals should be broadened beyond the local community, and demonstrated ability should be emphasized.

(5) There is a need for increased staff development,

(6) Principals need more guidance in implementing parent involvement.

(7) Improvement is needed in the supportive services area.

Specific model suggestions were also made:

Bank Street:

1. Other model components should be introduced
2. More structure needed in Kindergarten and First Grade to insure grounding in fundamental skills.
3. There should be less reliance on the Bank Street Reader.

Behavior Analysis:

More than the three R's should be emphasized; need for more variability in the approach.

Bilingual:

More bilingual teachers are needed; one principal wanted materials relevant to the Puerto Rican community; another principal wanted EDC Components.

EDC:

A more structured approach to reading is needed.

Florida Parent:

The model should introduce EDC ideals, but one principal also wanted more structure and the use of programmed instruction.

Philadelphia Process:

The model needs more structure and definition; three of the four principals involved would like the model combined with other models or model components.

Federal input was not at all satisfactory in the principals' minds. They felt that they should have input into decisions affecting them, which they felt were made without any knowledge of local needs. All were satisfied with sponsor contacts except the Bank Street (need for more responsiveness) and Bilingual (highly dissatisfied with curriculum and guidance given) model principals. The principals considered evaluation activities in general to be so far unsatisfactory.

Follow Through Teachers' positive responses to the question, "Should the Follow Through Program be continued?" were given above. The percent (%) among this group who answered "No" or "Don't Know" (the latter response being subject to various interpretations, i.e., "have no opinion," "am not sure," "reserve judgment," etc.) to the question, is presented in Table 2.

Table 2. Number and Percent of Teachers, Aides, and Parents Responding "No," "Do Not Know" (Teachers and Aides only), or Not Responding to the Question: "Should the Follow Through Program be continued?" - By Total Program and Models.

PROGRAM AND MODELS	"NO," "DO NOT KNOW" RESPONSES; NO RESPONSE															
	Teachers						Aides						Parents			
	"No"		"Do Not Know"		No Response		"No"		"Do Not Know"		No Response		"No"		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	10	4	31	13	0	0	0	0	5	1	4	1	80	2	275	6
Bank Street	0	0	6	19	0	0	0	0	0	0	0	0	8	1	43	7
Behavior Analysis	2	4	7	14	0	0	0	0	0	0	2	2	13	1	40	4
Bilingual	0	0	2	5	0	0	0	0	2	5	1	3	10	2	69	10
EDC	1	2	8	18	0	0	0	0	2	5	0	0	31	4	61	7
Florida Parent	2	9	3	13	0	0	0	0	0	0	1	3	11	3	16	4
Parent Implemented	0	0	2	17	0	0	0	0	0	0	0	0	3	2	5	3
Philadelphia Process	5	14	3	8	0	0	0	0	1	2	0	0	4	1	41	6

The Bank Street, Bilingual, and Parent Implemented Models have no negative responses; the Philadelphia Process and Florida Parent models have the highest percentage of negative responses. In the non-committal category, the Bank Street, EDC, and Parent Implemented models have the most respondents, while the Bilingual and Philadelphia Process have the least.

In inspecting the reasons given for their responses to the question of continuance for the program, Teachers indicate that a considerable number of their group consider the program in need of revision in various aspects, or else want to reserve judgment on the program's merits. A relatively small number indicate that in their opinion the program is of no benefit, a "waste," and still fewer are negative because they consider it as being stifling to teachers.

Classroom Aides have already been shown to be considerably more positive than teachers on these two questionnaire items. The percent (%) of this group responding "No" or "Don't Know" (or giving no response) is also given in Table 2. As can be seen, there were no "No" votes among the Aides.

The types of negative reasons given for their responses, when given by classroom aides, were exactly as those given by the teachers.

Follow Through Parents were negative about the continuance of the program (Table 2) only very slightly. As can be seen, the highest percentage of negative votes - 4% (among very very small percentages, however) is in the EDC model. The Bilingual Model has the highest percentage of no response parents.

To briefly summarize this section, it seems that there are some common themes among the various groups of respondents regarding modifications desired:

(1) Changes in administration and financial procedures.

(2) Extension of the program to higher grades, and or schools.

(3) More selectivity of staff according to model ideals.

(4) Various combinations of models or model components.

(5) Better Supportive Services.

(6) Mixed feelings about federal and sponsor support.

PART II. VIEWS OF PROGRAM FUNCTIONING IN SPECIFIC AREAS

Part II will focus on a closer look at pupil factors, teacher factors, and summarizations of ratings on pupil personal development, subject matter effectiveness, parent involvement issues, and special supportive services.

A. Pupil Factors

The Executive Director and the Director both felt that the "whole child" approach, basic to the program, was beneficial to any and all children, though the Executive Director stressed that he thought the poorest children benefited most. Both were of the opinion the program had a very positive effect on pupil attitude and attendance. Both would also seem to agree on the importance of pre-school experience for success in the program's models.

Model Coordinators considered the program beneficial for all types of learners, and all considered it to have a very positive effect on pupil attitudes. They were divided on the question of the program's influence on pupil attendance, as well as on the importance of pre-school experience for success in their models.

Principals in general considered the program an approach that would benefit all learners. Bank Street Principals judged their model most effective with pupils capable of working on their own. Two Behavior Analysis Principals emphasized their model's effectiveness for those especially in need of individualized instruction. One EDC Principal concluded that his model worked best in the case of pupils needing motivation; another considered the model effective only for pupils who were "average or above average."

Most principals regarded Follow Through as a positive influence both on pupils' attitudes toward school, and on attendance. 14 of the 18 Principals considered some form of pre-kindergarten schooling important to success in their models.

Teachers responded to the question regarding program-learner appropriateness in the manner portrayed in Table 3. Two-thirds of all the teachers considered their model appropriate for all types of learners. Two models (Bank Street, 52%, and EDC, 46%) were by far the highest among the models in indicating appropriateness of their model for specific types of learners only, which turn out to be the "mature, self-disciplined, well-motivated" or "bright" pupils, according to these teachers' descriptions.

Better than 80% of the teachers consider pre-kindergarten schooling important to success in their model; about 5% consider it not important or only slightly so. One hundred percent of the Parent Implemented teachers consider it important; the lowest importance-percentages are in the Florida Parent Model (78%).

Classroom Aides and Parents were not queried directly in this regard.

While the program personnel who were questioned specifically about the above pupil factors seem to agree overall on the beneficial influence of the program on pupil attitude and attendance, on the importance of pre-school experience, and on the appropriateness of program models for all learners, Bank Street and EDC Principals and Teachers seem to be divided among those who value their model's benefits for all learner-types and those who consider it effective only for those pupils who are bright or well-motivated.

Table 3. Teacher Responses to Question: "What types of learners do you feel benefit most from the Follow Through Model?" - Number and percent of Response Categories by Total Program and Models.

PROGRAM AND MODELS	TEACHER RESPONSE CATEGORIES					
	All Types of learners		Only some types		No Responses	
	N	%	N	%	N	%
Total Program	158	66	76	32	7	3
Bank Street	15	48	16	52	0	0
Behavior Analysis	33	65	16	31	2	4
Bilingual	33	77	8	18	2	5
EDC	23	52	20	46	1	2
Florida Parent	17	74	5	22	1	4
Parent Implemented	9	75	3	25	0	0
Philadelphia Process	28	76	9	24	0	0

Table 3A. Number and Percent of Teachers selecting "1" or "2," "3," and "4" or "5" Ratings (or not responding) on a Five-Point Scale Ranging from "Very Important" ("1") to "Not At All Important" ("5") Applied to the Question: "In general, how important do you think pre-school experience is for success in the Follow Through Model?" - By Total Program and Models.

PROGRAM AND MODELS	TEACHER RATINGS REGARDING IMPORTANCE OF PRE-SCHOOL EXPERIENCE							
	"1" or "2"		"3"		"4" or "5"		No Responses	
	N	%	N	%	N	%	N	%
Total Program	199	83	29	12	11	5	2	1
Bank Street	25	81	6	19	0	0	0	0
Behavior Analysis	42	83	7	14	1	2	1	2
Bilingual	37	86	6	14	0	0	0	0
EDC	35	80	4	9	5	11	0	0
Florida Parent	18	78	4	17	1	4	0	0
Parent Implemented	12	100	0	0	0	0	0	0
Philadelphia Process	30	81	2	5	4	11	1	3

B. Teacher Factors

Again in this area, questions were addressed specifically to all program personnel except Classroom Aides and Parents.

The Executive Director emphasized flexibility as the most desirable quality for teachers in the program, but also pointed out that a program like Follow Through, with its many alternatives and teacher-support possibilities could probably make use of almost any teacher style. The Director thinks younger teachers are the most effective in the program precisely because they can usually be more flexible. Any teacher who is open to the challenge of change could function well in the program in her view, however.

Both thought that, while teacher attitudes had been affected in many positive ways, teacher attendance was only slightly affected by the program. Both also considered the emphasis in the program on staff development had produced very important effects on teacher performance, but that there was considerable room for improvement here also.

Model Coordinators think Follow Through teachers are effective overall. They consider the teachers much more highly motivated and interested in education since the introduction of the program. Regarding the program's effect on teacher attendance, however, they have a number of reservations, most seeming to think the teachers take too much advantage of the additional adult help in the classroom.

For teaching effectiveness in their particular models they usually single out length of experience, and a "democratic" approach, as being most desirable.

The Principals think the teachers are excellent in their performance; they are confident and competent, and the program has a very positive effect on their attitude toward education. But teacher attendance is another matter. Half of the principals think they take advantage of the aides the program affords them.

The Principals seem to all focus on the qualities "democratic" and "creative" as the most desirable in Follow Through teachers. They considered too much teaching experience prior to the introduction of the program a disadvantage.

Teachers were asked a number of questions concerning the effect the program had on them. Their responses to four pertinent questions are found in Table 4. Sixty-seven percent in the total program thought experience in their model had clarified their ideas of what education should do for the child. The least percentage of "Yes" responses to this question is found in the Behavior Analysis Model (55%). Close to 90% of the teachers in all models said working in the program had increased their interest in individualized instruction, except in the Bilingual Model where slightly less, 72%, said "Yes" to this question. "Yes" responses to the question, whether their interest in teaching had increased since working in the program, ranged from 63% (Behavior Analysis) to 83% (Parent Implemented).

Table 4. Number and Percent of Teacher "Yes" and "No" Responses, and No Response to the Questions: "Has working in the Follow Through Model 1) clarified your ideas of what education should do for the child, 2) increased your interest in individualized instruction, 3) increased your interest in teaching, and 4) encouraged you to use a variety of approaches in the classroom?" - By Total Program and Models

PROGRAM AND MODELS	TEACHER RESPONSES																					
	Clarified ideas of what education should do?						Increased interest in individualized instruction?						Increased interest in teaching?						Encouraged use of variety of classroom approaches?					
	"Yes"		"No"		No Response		"Yes"		"No"		No Response		"Yes"		"No"		No Response		"Yes"		"No"		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	161	67	69	29	11	4	219	91	20	8	2	1	171	71	64	23	6	2	198	82	39	16	4	2
Bank Street	20	65	10	32	1	3	28	90	2	6	1	3	24	77	7	23	0	0	29	94	2	6	0	0
Behavior Analysis	28	55	18	35	5	10	51	100	0	0	0	0	32	63	14	27	5	10	32	63	15	29	4	8
Bilingual	28	65	14	33	1	2	31	72	12	28	0	0	30	70	13	30	0	0	34	79	9	21	0	0
EDC	34	77	10	23	0	0	44	100	0	0	0	0	36	82	7	16	1	2	42	95	2	5	0	0
Florida Parent	17	74	5	22	1	4	20	87	2	9	1	4	15	65	8	35	0	0	19	83	4	17	0	0
Parent Implemented	11	92	1	8	0	0	11	92	1	8	0	0	10	83	2	17	0	0	11	92	1	8	0	0
Philadelphia Process	23	62	11	30	3	8	34	92	3	8	0	0	24	65	13	35	0	0	31	84	6	16	0	0

The Behavior Analysis Model teachers were considerably below (63%) other models in giving a positive response to the question, whether program experience had encouraged them to use a variety of approaches in the classroom.

Regarding the program's effect on teachers, then, all program personnel seem to concur in the conviction that the teachers have become better motivated and better teachers. They seem to have a variety of opinions regarding desirable teacher characteristics, though "democratic" seems to be fairly consistently emphasized. Whether experience is a handicap or an attribute seems a moot point. Upper levels of the program staff seem to have considerable doubts about the program's effect on teacher attendance. Teachers by and large say they have become more interested in teaching, have gained clearer insight into the goals of education, been encouraged to use a variety of classroom approaches, and developed further interest in individualizing instruction since working in the program. The Behavior Analysis Model seems less convinced of this effect in the first three areas than other models, however.

C. Summarization of Ratings:

Follow Through Effect on Pupil Personal and Social Development

All levels of the program staff and parents were asked to rate the program's effectiveness in helping a child:

(1) Establish his identity as a person.

(2) Gain confidence in himself.

(3) Think for himself.

(4) Learn to relate to his age group.

(5) Learn to relate to grown-ups.

(6) View school as a positive experience.

(7) Develop increasing motivation and interest in school.

(8) See the importance of school.

The Executive Director and the Director consider the program effective to very effective in promoting these aspects of personal development and outlook on school. Model Coordinators would agree with this estimate in every case except for some reservations about the effect on the child's learning to relate to his age group. Principals by and large tend to consider the program effective in these respects also, but some principals do not agree with the majority, as many as eight principals tending to consider the program less than effective in some instances.

Teacher evaluations of the program's effectiveness in this area are still more guarded (Table 5) though overall relatively high in agreement that the program is a positive force. The percentage of teachers in the total program considering the program effective to very effective in personal development ranges from 65% (learn to think for himself) to 75% (gain confidence in himself). With respect to school relationships, only 61% agree on the program's effectiveness in helping a child see the importance of school, while 70% regard it as effective in increasing motivation and interest, and 72% think

Table 5. Number and Percent of Teachers Rating the Follow Through Program (Model) "1" or "2", "3", and "4" or "5", on a Five-Point Scale Ranging from "Very Effective" ("1") to "Not At All Effective" ("5") Applied to Areas of Pupil Personal and Social Development-By Total Program and Models (Note: "No Response" data are not included in table.)

PROGRAM AND MODELS	TEACHER RATINGS OF PROGRAM (MODEL) EFFECTIVENESS IN HELPING A CHILD																																							
	Establish His Identity As A Person						Gain Confidence in Himself						Think for Himself						Learn to Relate to His Age Group						Learn to Relate to Grown-Ups						View School As A Positive Experience						Develop Increasing Motivation and Interest in School						See the Importance of School					
	"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	174	72	42	17	22	9	182	75	40	16	16	7	158	65	51	21	28	12	163	68	50	21	22	9	163	68	47	19	27	11	173	72	47	19	17	7	171	71	44	18	20	8	147	61	56	23	33	13
Bank Street	23	74	8	26	0	0	23	74	8	26	0	0	19	61	11	35	1	3	19	61	8	26	4	13	18	58	7	23	5	16	23	74	8	26	0	0	22	71	5	16	2	6	15	48	8	26	6	19
Behavior Analysis	34	66	9	18	6	12	36	70	8	16	5	10	31	60	8	16	10	20	31	60	10	20	5	10	35	68	10	20	4	8	37	71	9	18	3	6	36	70	11	22	2	4	31	60	13	25	7	14
Bilingual	31	73	7	16	5	11	33	77	8	19	2	4	28	65	9	21	6	14	30	70	9	21	4	10	28	65	10	23	5	11	29	67	9	21	5	11	31	71	7	16	5	12	28	65	13	30	2	4
EDC	33	75	9	20	2	5	35	79	7	16	2	4	31	71	11	25	1	2	34	77	9	20	1	2	31	71	9	20	4	10	34	77	8	18	2	4	33	75	7	16	4	9	30	68	8	18	6	13
Florida Parent	15	65	3	13	5	22	14	60	4	17	5	22	14	60	2	9	7	30	14	60	3	13	6	26	17	74	2	9	4	17	14	60	4	17	5	22	13	56	6	26	4	17	13	56	4	17	6	26
Parent Implemented	10	83	2	17	0	0	11	91	1	8	0	0	10	83	2	17	0	0	10	83	2	17	0	0	10	83	2	17	0	0	10	83	1	8	1	8	10	83	1	8	1	8	10	83	0	0	1	8
Philadelphia Process	28	75	4	11	4	11	30	82	4	11	2	5	25	68	8	22	3	8	25	68	9	24	2	6	24	65	7	19	5	13	26	70	8	22	1	3	26	70	7	19	2	5	20	54	10	27	5	14

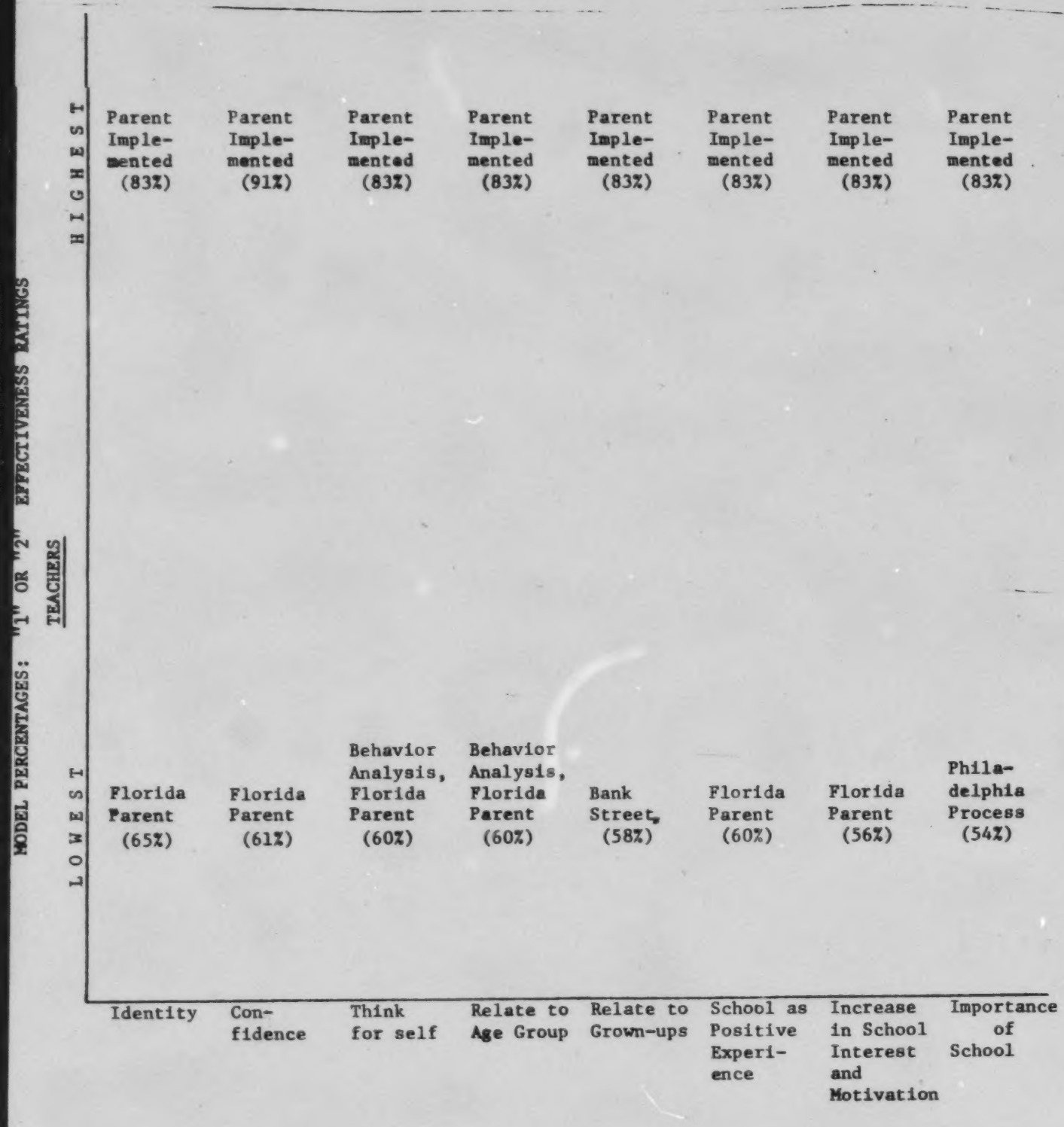

Figure 1. Models with Highest and Lowest Percentages of "1" or "2" Teacher Effectiveness Ratings in Pupil Personal and Social Development Areas.

it has a noticeable effect on the child's seeing school as a positive experience. In each area, the highest and lowest percentages of teachers among the models rating the program as effective ("1" or "2" ratings) are displayed in Figure 1. The Parent Implemented Model (smallest in number of teachers) is always the highest in effectiveness percentages; the Florida Parent (next smallest in number of teachers) is almost always the lowest. On the basis of these ratings, teachers would seem to see their Models as effective in general as follows (alphabetical not rank order): Bank Street, Identity, School as a Positive Experience, Increasing School Interest and Motivation; Behavior Analysis, Relate to Grown-Ups; Bilingual, All areas except: Relate to Grown-ups and School as a Positive Experience; EDC, All areas; Florida Parent, Relate to Grown-Ups; Parent Implemented, All areas; Philadelphia Process, Identity, Confidence, Think for Self, Relate to Age Group.

At least 80% of the Classroom Aides (Table 6) in all Follow Through Models consider the program effective to very effective in all of these aspects of personal and social development. Figure 2 shows the highest and lowest percentages of aides using "1" or "2" effectiveness ratings among the models for each area. Among the models, the Behavior Analysis Aides seem to be the most positive regarding the program's effectiveness in these areas, followed fairly closely by the Parent Implemented and Florida Parent Models. Teachers and Aides seem to perceive the program differently in this respect.

Parents were asked to respond to all of the above items except numbers 1 and 6, and some slight modification of the wording of one or the other item was employed, but there was very substantial

Table 6. Number and Percent of Aides Rating the Follow Through Program(Model) "1" or "2", "3", and "4" or "5", on a Five Point Scale Ranging from "Very Effective" ("1") to "Not At All Effective" ("5") Applied to Eight Areas of Pupil Personal and Social Development-By Total Program and Models (Note: "No Response" data are not included in table.)

PROGRAM AND MODELS	CLASSROOM AIDES' RATINGS OF PROGRAM (MODEL) EFFECTIVENESS IN HELPING A CHILD																																							
	Establish His Identity As A Person						Gain Confidence in Himself						Think for Himself						Learn to Relate to His Age Group						Learn to Relate to Grown-Ups						View School As A Positive Experience						Develop Increasing Motivation & Interest in Sch.						See the Importance of School					
	"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	306	86	41	11	5	2	311	88	36	10	5	1	307	87	34	10	9	3	312	88	29	8	7	2	298	84	28	8	19	5	286	80	41	12	10	3	310	87	29	8	11	3	287	80	51	14	14	4
Bank Street	48	86	7	12	1	2	50	89	5	9	1	2	48	86	6	11	2	4	49	87	5	9	2	4	46	82	1	2	8	14	40	71	9	16	3	5	47	84	5	9	4	7	40	71	11	20	5	9
Behavior Analysis	107	93	7	6	0	0	108	94	6	5	0	0	104	90	5	4	3	3	105	91	7	6	1	1	104	90	6	5	0	0	101	88	7	6	0	0	108	94	6	5	0	0	101	88	11	9	1	0
Bilingual	32	84	4	10	2	6	30	79	6	16	2	6	31	81	6	16	1	3	31	82	5	13	2	6	30	79	5	13	3	8	27	71	6	16	3	8	32	84	4	11	2	6	29	76	7	18	2	5
EDC	39	88	3	7	1	2	36	82	7	16	0	0	36	82	6	14	1	2	39	89	3	7	1	2	35	79	6	14	2	5	34	77	6	14	2	5	35	80	5	11	2	5	29	65	11	25	2	5
Florida Parent	30	89	4	12	0	0	30	89	3	9	1	3	32	94	2	6	0	0	30	89	4	12	0	0	31	91	1	3	1	3	28	82	4	12	0	0	31	91	1	3	2	6	31	91	1	3	1	3
Parent Implemented	8	73	2	18	1	9	10	91	0	0	1	9	10	91	0	0	1	9	10	91	0	0	1	9	9	82	1	9	1	9	10	91	0	0	1	9	10	91	0	0	1	9	10	91	0	0	1	9
Philadelphia Process	42	75	14	25	0	0	47	84	9	16	0	0	46	82	9	16	1	2	48	86	5	9	0	0	43	77	8	14	4	7	46	82	9	16	1	2	47	84	8	14	0	0	43	77	10	18	2	4

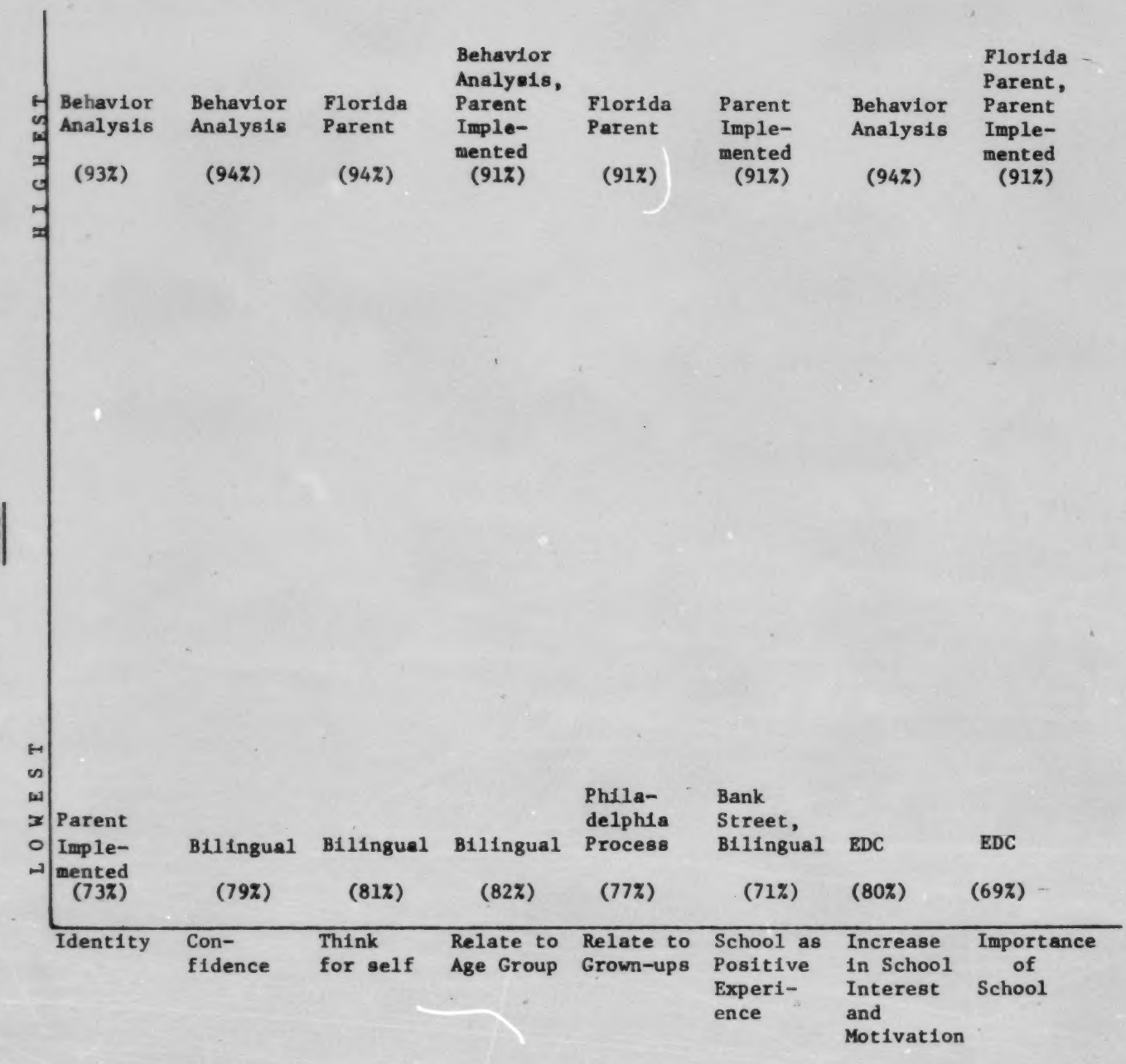

Figure 2. Models with Highest and Lowest Percentages of "1" or "2" Aide Effectiveness Ratings in Pupil Personal and Social Development Areas.

correspondence with the items presented to the other groups. They were also only asked to agree or disagree with items. In the total program their agreement (Table 7) ranged from a low of 88%, regarding the child's learning to see the importance of school to a high of 96% when asked whether their child enjoys school. On the whole they show very high agreement with statements presented to them in this area. There is practically no difference between models in parent response patterns. (See Figure 3,)

It seems that all groups regard the program positively in this area, with the teachers and some principals having the least conviction regarding this kind of program result.

D. Summarization of Ratings: Follow Through Effectiveness in Subject Matter Areas.

All program personnel were asked to rate the effectiveness (on a five point scale) of the program (model) in the following subject matter areas (Parents were asked to agree or disagree with statements phrased "I like the way my child is being taught", with reference to the same areas):

(1) Reading
(2) Arithmetic
(3) Social Studies
(4) Science
(5) Handwritirg Skills
(6) Written Expression
(7) Oral Expression
(8) Creative Activities

Table 7. Number and Percent of Parents Agreeing and Disagreeing with Six Statements Regarding the Program's Effectiveness in Pupil Personal and Social Development Areas - By Total Program and Models. (Note: "No Response" data are not included in table.)

PROGRAM AND MODELS	PARENT AGREEMENT-DISAGREEMENT WITH PROGRAM (MODEL) EFFECTIVENESS IN PUPIL PERSONAL, SOCIAL DEVELOPMENT																			
	"My Child Enjoys School."				"My Child is Learning to think for Himself.".				"My Child is Learning to Get Along Well with Children His Own Age."				"My Child is Learning to Get Along Well with Grown-Ups."				"My Child is Learning to Gain Confidence in Himself as a Person."				"My Child is Learning to see the Importance of School."			
	Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	4181	96	115	3	4114	95	161	4	4134	95	147	3	4078	94	170	4	4015	93	215	5	3821	88	397	9
Bank Street	563	97	11	2	545	94	25	4	539	93	25	4	539	93	25	4	529	91	30	5	497	86	62	11
Behavior Analysis	932	96	25	3	932	96	25	3	925	96	30	3	924	95	34	5	917	95	30	3	876	91	66	7
Bilingual	670	98	11	2	636	93	28	4	656	96	19	3	649	95	20	3	625	92	35	5	618	91	47	7
EDC	789	96	30	4	776	94	41	5	787	95	33	4	761	92	44	5	760	92	49	6	694	84	114	14
Florida Parent	377	94	17	4	385	96	12	3	379	95	17	4	371	93	17	4	369	92	18	5	357	89	33	8
Parent Implemented	163	94	5	3	160	93	9	5	166	96	3	2	165	96	4	2	158	91	12	7	151	87	15	9
Philadelphia Process	682	97	16	2	675	95	21	3	677	96	20	3	605	94	25	4	653	92	40	6	624	88	59	8

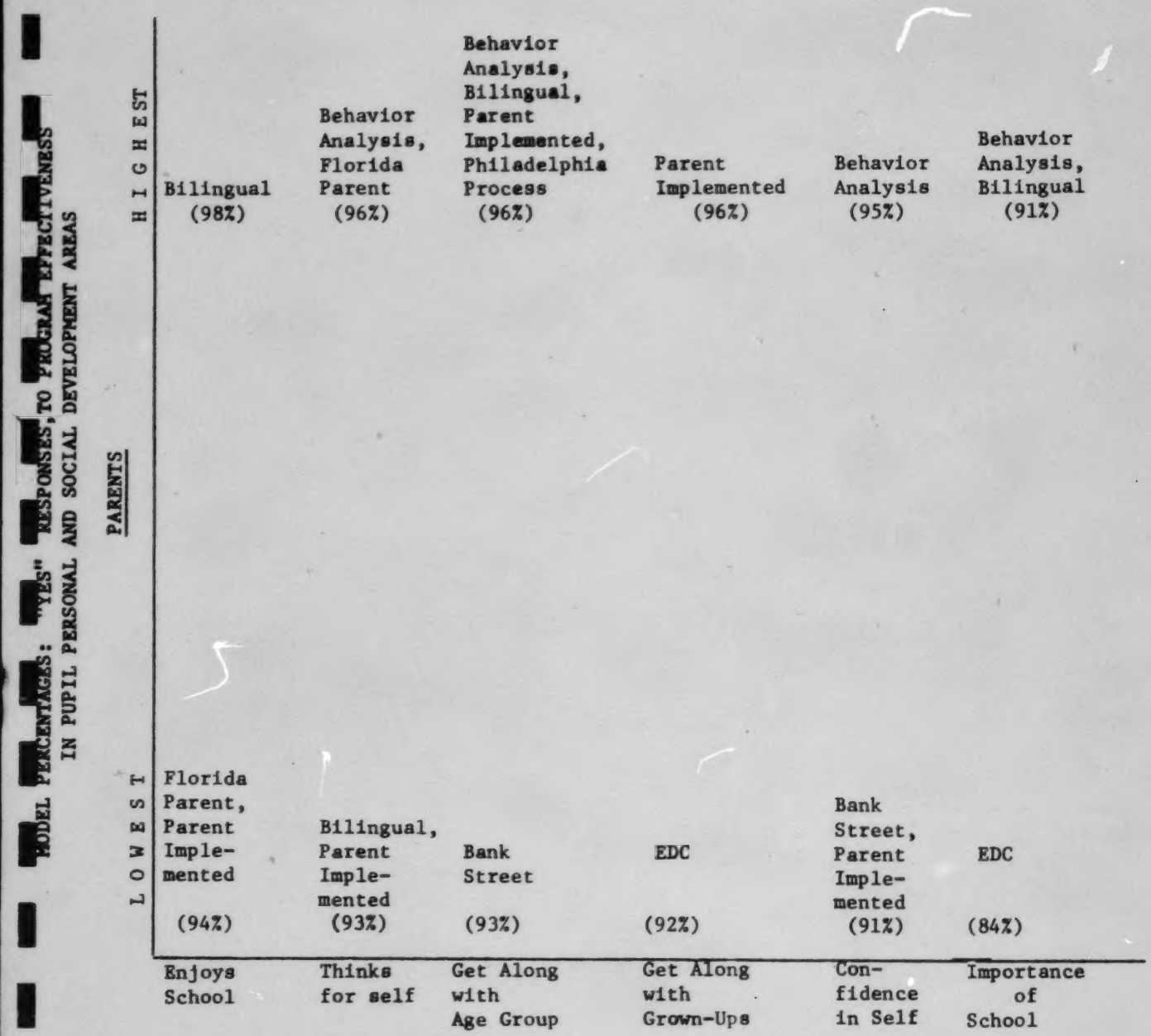

Figure 3. Models with Highest and Lowest Percentages of Parent "Yes" Responses to Program Effectiveness in Pupil Personal and Social Development Areas

The Executive Director and the Director would seem to rate the program as being most effective in Oral Expression and Creative Activities, next in effectiveness in the Reading, Arithmetic, and Written Expression areas, followed by the Science and Social Studies areas, and least effective, in Handwriting skills (the only area given as low as a "4" rating). The Director emphasized that her ratings were based on the conviction that the program's effectiveness varies from model to model.

Model Coordinators seem to agree most in rating the program effective in the Oral Expression and Written Expression areas. Five of the seven coordinators then agree on the program's effectiveness in Reading, Social Studies, Science, and Creative Activities. Four of seven agree that the program is effective in Arithmetic, and only 3/7 agree on its being effective in Handwriting Skills. One coordinator sees the program as not at all effective in Reading, and Arithmetic ("5" rating). At least one Coordinator assigns a "4" rating to the program in Arithmetic, Science, Handwriting Skills, and Creative Activities.

The Bilingual Model receives "5's" in Reading and Arithmetic, and "4's" in Science and Creative Activities. EDC is assigned a "4" in Handwriting Skills, and the Parent Implemented a "4" in Arithmetic.

Among Principals, the Bilingual, EDC, and Philadelphia Process models each received one "5" rating in Handwriting Skills. The Behavior Analysis Model was assigned one "4" rating in Science, Social Studies, Written Expression, and Creative Activities, while the

Bilingual Model rated a "4" in Reading, Written Expression and Creative Activities. The only other model receiving a "4" rating was the EDC in the Reading area.

Overall, 13/18 Principals see the program as effective ("1" or "2" ratings) in Reading, 12/18 in Arithmetic and Science, 11/18 in Social Studies and Handwriting Skills, 15/18 in Oral Expression, and 14/18 in Written Expression and Creative Activities.

Teachers (Table 8) across models, assign effective ratings ("1" or "2") to the program as follows (%'s assigning "1" or "2" ratings), yielding the accompanying ranks of subject matter effectiveness:

	%'s	Rank
Reading:	67%	2
Arithmetic:	61%	3
Social Studies:	55%	5.5
Science:	55%	5.5
Handwriting	52%	8
Written Expression:	53%	7
Oral Expression:	73%	1
Creative Activities:	60%	4

Within each subject matter area, the models showing the highest percentage of teachers evaluating the program as effective ("1" or "2" ratings), and the lowest percentages using these ratings are as shown in Figure 4.

Classroom Aides' ratings (Table 9), as in the former section on personal and social development, are uniformly more

Table 8. Number and Percent of Teachers Rating the Follow Through Program (Model) "1" or "2", "3", and "4" or "5", on a Five-Point Scale Ranging from "Very Effective" ("1") to "Not At All Effective" ("5") Applied to Eight Subject Matter Areas-By Total Program and Models. (Note: "No Response" data are not included in table.)

PROGRAM AND MODELS	TEACHER RATINGS OF PROGRAM (MODEL) EFFECTIVENESS IN SUBJECT MATTER AREAS																																							
	Reading						Arithmetic						Social Studies						Science						Handwriting						Written Expression						Oral Expression						Creative Activities					
	"1"or "2"		"3"		"4"or "5"		"1"or "2"		"3"		"4"or "5"		"1"or "2"		"3"		"4"or "5"		"1"or "5"		"3"		"4"or "5"		"1"or "2"		"3"		"4"or "5"		"1"or "2"		"3"		"4"or "5"		"1"or "2"		"3"		"4"or "5"		"1"or "2"		"3"		"4"or "5"	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	162	67	49	20	26	10	147	61	51	21	31	13	133	55	46	19	53	22	133	55	52	21	47	20	125	52	65	27	46	19	130	53	51	21	42	18	177	73	34	14	27	11	145	60	53	22	39	16
Bank Street	19	61	7	23	3	9	20	64	8	26	2	6	20	64	6	19	4	13	17	55	9	29	5	16	13	42	7	23	11	36	21	68	6	19	2	6	28	91	2	6	1	3	28	91	2	6	1	3
Behavior Analysis	46	90	5	10	0	0	40	79	8	16	3	6	13	26	12	24	21	41	11	22	15	29	21	41	44	86	5	10	2	4	16	32	15	29	15	29	22	43	13	25	13	25	18	36	19	37	13	26
Bilingual	20	47	11	25	10	23	9	21	9	21	14	32	33	77	4	9	3	7	23	53	8	19	8	19	24	56	9	21	8	18	16	38	10	23	10	23	37	86	4	9	2	5	20	47	10	23	10	23
EDC	28	63	9	20	7	16	28	63	10	23	6	13	27	62	11	25	6	13	32	72	7	16	4	9	14	32	17	39	10	23	34	77	5	11	3	7	40	91	2	4	2	4	40	91	2	4	2	4
Florida Parent	15	64	5	22	3	13	14	61	5	22	4	17	12	52	4	17	7	31	10	43	6	26	7	30	12	52	6	26	5	21	11	47	5	22	7	31	12	52	5	22	6	26	11	48	6	26	6	26
Parent Implemented	8	66	3	25	1	8	10	83	2	17	0	0	7	58	3	25	2	17	10	83	2	17	0	0	5	41	6	50	1	8	9	75	2	17	1	8	10	83	1	8	1	8	9	75	2	17	1	8
Philadelphia Process	26	70	9	24	2	5	26	70	9	24	2	5	21	57	6	16	10	27	30	82	5	14	2	5	13	35	15	41	9	24	23	62	8	22	4	11	28	76	7	19	2	5	19	51	12	32	6	16

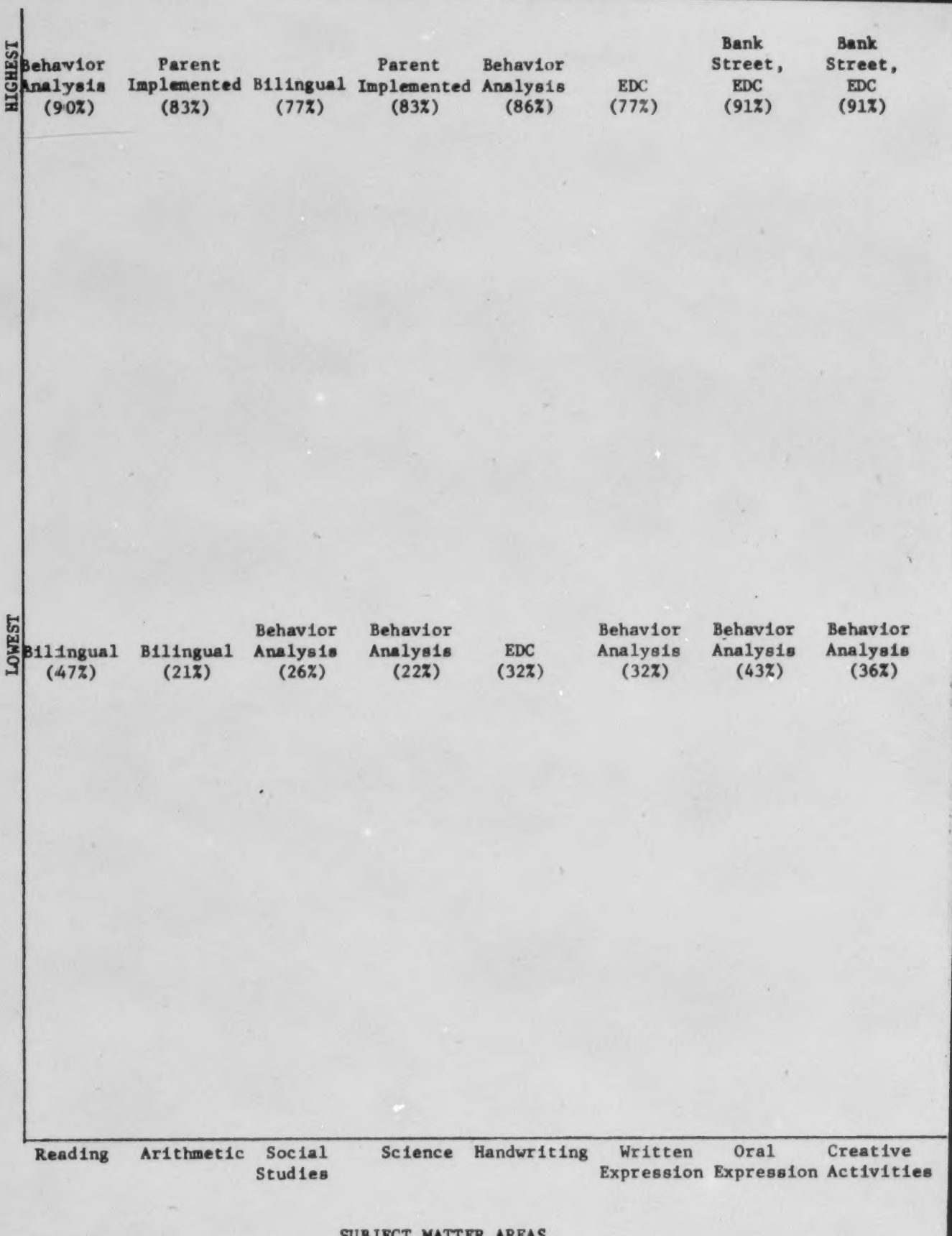

Figure 4. Models with Highest and Lowest Percentages of "1" or "2" Teacher Effectiveness Ratings in Subject Matter Areas

Table 9. Number and Percent of Aides Rating the Follow Through Program (Model) "1" or "2", "3", and "4" or "5", on a Five-Point Scale Ranging from "Very Effective" ("1") to "Not At All Effective" ("5") Applied to Eight Subject Matter Areas-By Total Program and Models. (Note: "No Response" data are not included in table.)

PROGRAM AND MODELS	AIDES' RATINGS OF PROGRAM (MODEL) EFFECTIVENESS IN SUBJECT MATTER AREAS																																							
	Reading						Arithmetic						Social Studies						Science						Handwriting						Written Expression						Oral Expression					
	"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"		"1" or "2"		"3"		"4" or "5"	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	318	90	22	6	4	1	315	89	29	8	3	1	248	70	50	14	12	3	237	67	63	18	8	2	304	86	33	9	7	2	278	78	44	12	10	3	308	87	24	7	7	2	318	90	17	5	9	2
Bank Street	54	97	2	3	0	0	53	94	3	5	0	0	48	85	4	7	2	4	42	75	10	18	1	2	51	91	3	5	2	3	55	98	1	2	0	0	52	93	4	7	0	0	54	96	1	2	1	2
Behavior Analysis	110	96	1	1	1	1	109	94	3	3	0	0	66	57	13	11	3	3	59	51	18	16	3	3	108	94	4	3	0	0	77	67	18	16	2	2	94	82	9	8	2	2	102	88	7	6	0	0
Bilingual	29	76	4	10	1	3	30	79	3	8	2	6	28	73	6	16	1	3	28	73	7	18	1	3	30	79	5	13	1	3	28	73	7	18	2	6	32	84	3	8	1	3	32	84	1	3	3	8
EDC	32	73	9	20	1	2	33	75	9	20	1	2	32	73	8	18	2	4	33	75	7	16	2	4	26	59	12	27	3	6	35	79	6	14	1	2	41	93	1	2	1	2	41	93	2	4	0	0
Florida Parent	33	97	1	3	0	0	34	100	0	0	0	0	23	67	8	23	1	3	23	67	10	29	0	0	32	94	1	3	0	0	28	82	3	9	2	6	27	79	5	15	1	3	29	85	3	9	1	3
Parent Implemented	10	91	1	9	0	0	10	91	1	9	0	0	10	91	1	9	0	0	10	91	1	9	0	0	10	91	1	9	0	0	10	91	1	9	0	0	11	100	0	0	0	0	11	100	0	0	0	0
Philadelphia Process	50	89	4	7	1	2	46	82	10	18	0	0	41	73	10	18	3	5	42	74	10	18	1	2	47	84	7	12	1	2	45	80	8	14	3	5	51	91	2	3	2	3	49	87	3	5	4	7

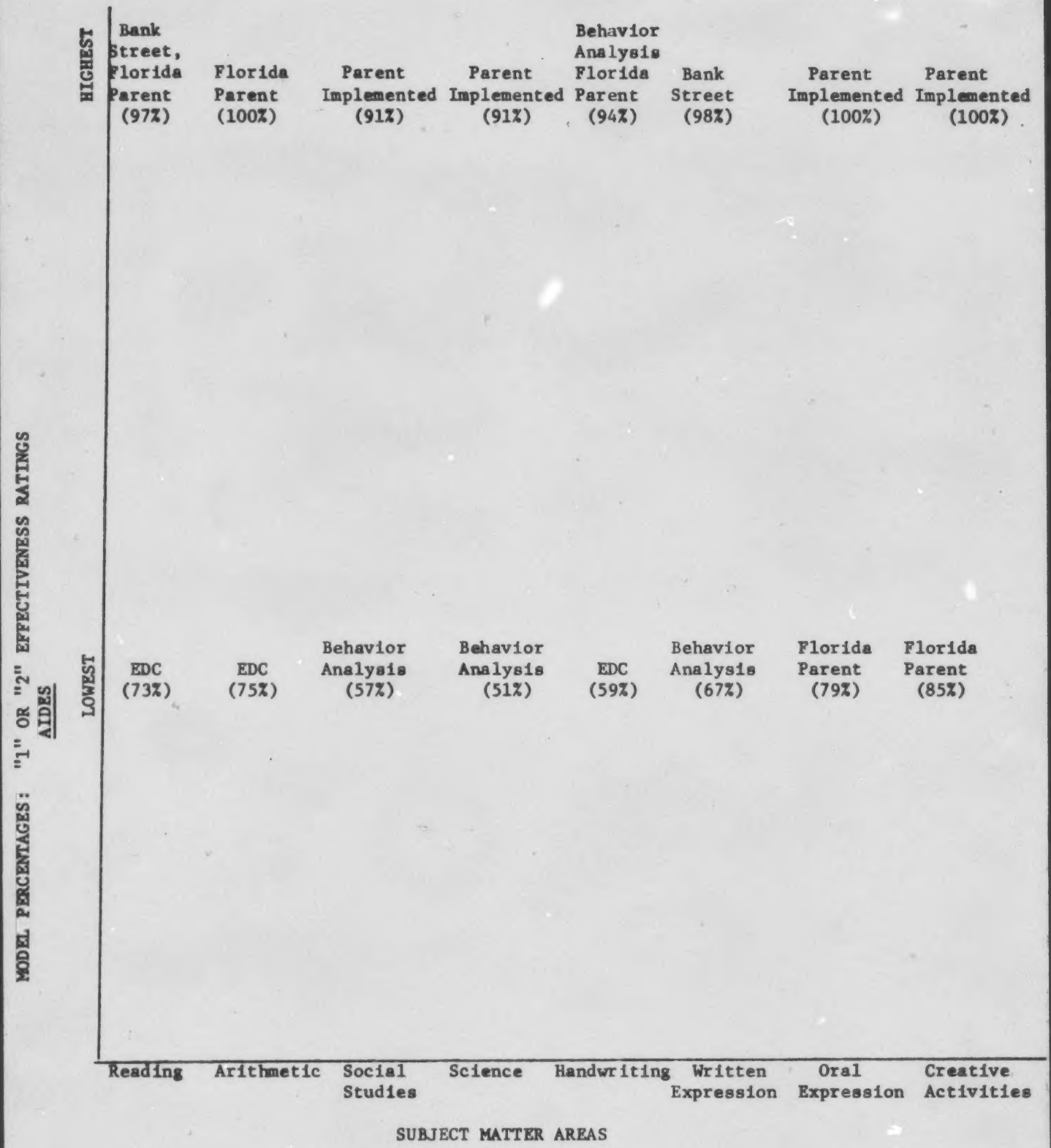

Figure 5. Models with Highest and Lowest Percentages of "1" or "2" Aide Effectiveness Ratings in Subject Matter Areas

positive, i.e., characterized by more frequent assignment of "1" or "2" ratings, than was the case among teachers. Combining "1" and "2" ratings in terms of the % of Aides evaluating the total program as effective in each area, with models identified by the highest and lowest percentage using "effective" ratings, the data are as follows, below, (with ranks), and as found in Figure 5.

Parents' evaluation of the program (Table 10) in terms of "Yes" responses to the statement, "I like the way my child is being taught:" are as follows, below, following the same general format, as for aides (total program %'s and ranks followed by model details in Figure 6).

CLASSROOM AIDES			PARENTS		
	%'s	Rank		%'s	Rank
Reading	90%	1.5	Reading	89%	1
Arithmetic	89%	3	Arithmetic	87%	2.5
Social Studies	70%	7	Science	61%	6
Science	67%	8	Social Studies	60%	7
Handwriting Skills	86%	5	Writing Skills	85%	4
Written Expression	78%	6	Speaking Skills	84%	5
Oral Expression	87%	4	Creative Activities	87%	2.5
Creative Activities	90%	1.5			

As the data indicate, while there is considerable divergence at times across all groups' responses, there seems to be fairly high general satisfaction in most areas except Science and Social Studies, though these areas receive a high percentage of effectiveness ratings in the Parent Implemented and Bilingual Models respectively. Overall, Coordinators and Principals seem to be in general agreement on the one hand, while, on the other, Classroom Aides and Parents seem to reflect a pattern similar to one another.

Table 10. Number and Percent of Parents Agreeing and Disagreeing with the Follow Through Program's (Model's) Effectiveness in Subject Matter Areas - By Total Program and Models. (Note: "No Response" data are not included in table.)

PROGRAM AND MODELS	PARENT AGREEMENT-DISAGREEMENT WITH PROGRAM (MODEL) EFFECTIVENESS																							
	Reading				Arithmetic				Science				Social Studies				Writing Skills				Speaking Skills				How to be Creative			
	Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	3845	89	273	6	3750	87	269	6	2655	61	440	10	2613	60	452	10	3707	85	282	7	3630	84	280	6	3771	87	207	5
Bank Street	504	87	39	7	496	85	29	5	355	61	66	11	351	60	68	12	496	85	35	6	479	82	36	6	519	89	20	3
Behavior Analysis	916	95	26	3	904	93	34	4	540	56	72	7	539	56	68	7	881	91	32	3	829	86	45	5	850	88	35	4
Bilingual	578	85	50	7	568	83	43	6	451	66	75	11	466	68	70	10	581	85	40	6	591	87	31	5	578	85	33	5
EDC	676	82	94	11	660	80	90	11	494	60	110	13	462	56	128	16	636	77	109	13	650	79	89	11	718	87	54	7
Florida Parent	365	91	21	5	356	89	19	5	240	60	40	10	230	58	41	10	346	87	21	5	340	85	23	6	341	85	19	5
Parent Implemented	164	95	5	3	158	91	13	8	114	66	15	9	114	66	15	9	150	87	13	8	145	84	19	11	149	86	14	8
Philadelphia Process	638	90	37	5	604	85	40	6	457	65	61	9	447	63	61	9	613	87	31	4	592	84	36	5	612	87	31	4

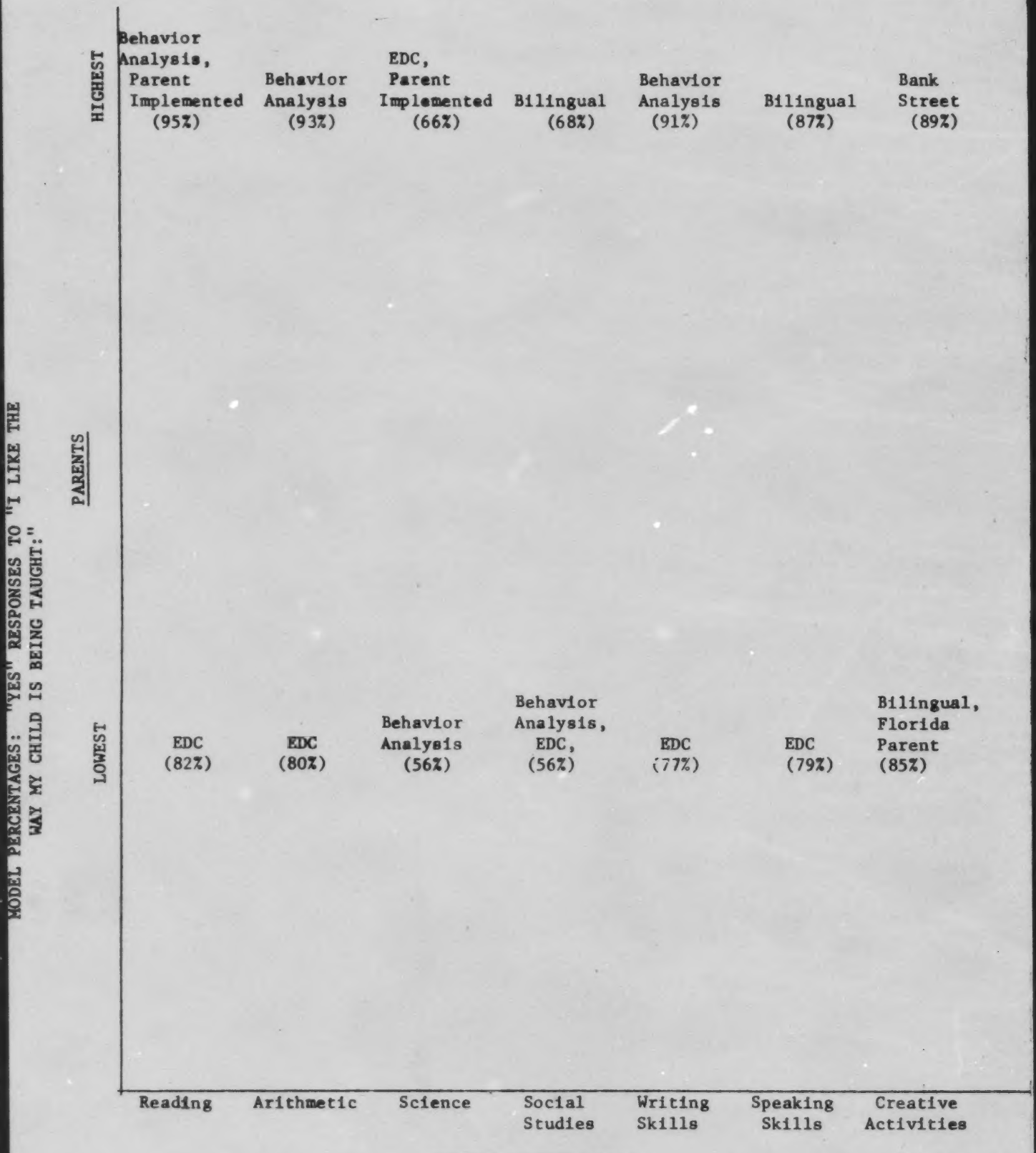

Figure 6. Models with Highest and Lowest Percentages of Parent "Yes" Responses to "I like the way my child is being taught:"

Teachers, with a pattern of their own, are the most sparing in their use of "1" or "2" ratings. Bank Street and EDC seem to be seen in general by teachers as most effective in the oral expression, written expression and creative activities areas, and not too effective otherwise. The Behavior Analysis Model's effectiveness seems to be most strongly associated, with Reading, Arithmetic, and Handwriting Skills: The Bilingual Model is predominately seen as effective in the Social Studies area and poor in the Reading and Arithmetic areas. The Florida Parent Model does not seem to stand out particularly in effectiveness in any one area among that model's teachers. The Parent Implemented Model, which uses the Philadelphia Process curriculum, is seen by its teachers as most effective in Arithmetic and Science, and perhaps Oral Expression, while the Philadelphia Process Model teachers seem to agree with the Parent Implemented Model's view with regard to the Science area.

E. Summarization of Ratings: Parent Involvement Issues

The Executive Director and the Director both feel the program has been very successful in Philadelphia in the area of parental involvement, and that this is one of the most effective areas of program implementation in the city. They both feel, however, that this aspect has room for improvement, and is in need of thorough investigation in all of its various facets. They are overall satisfied with the PAC groups that have been established, and rate the performance of full-time aides, parent volunteers, and scholarship parents as effective to very effective.

Model Coordinators consider most PAC groups to be effective, though in need of improvement. Most consider aides and parent volunteers to be effective to very effective, and none rate them below a "3" on a 5 pt. scale. Coordinators of scholarship parent models all rate these paraprofessionals as effective. The Bank Street Coordinator thinks there is need of a parent specialist. The Behavior Analysis Model considers its implementation of parent involvement to be very successful, and to have 90% community participation. The EDC model thinks it would be more successful in this area, if the "board structure" did not block parent involvement.

Principals agree that parent involvement is a good and desirable component of the program, but that in implementation it is weak organizationally and does not have the impact it should have. They see a need for very clear role definitions for PAC groups, and for further investigation of this whole aspect of the program. They consider full-time aides effective, but as already noted, have a number of reservations regarding parent volunteers. Those who have scholarship parents usually find them effective.

Teachers and Classroom Aides, in response to the question whether they welcomed parent involvement, answered as in Table 11.

Among teachers, only the Philadelphia Process Model (78%) varies from the 90-90+% in "Yes" responses characterizing all other models. Classroom Aides also show a 90+% pattern in "Yes" responses among models except for the slightly less 87% in the Bilingual model.

Table 11. Number and Percent of Teachers' and Aides' "YES" and "NO" Responses When Questioned Whether They Welcomed Parent Involvement - By Total Program and Models

PROGRAM AND MODELS	RESPONSES TO QUESTION WHETHER PARENT INVOLVEMENT WELCOMED											
	Teachers						Aides					
	"Yes"		"No"		No Response		"Yes"		"No"		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	218	90	16	7	7	3	335	95	4	1	15	4
Bank Street	29	94	1	3	1	3	55	98	0	0	1	2
Behavior Analysis	46	90	3	6	2	4	106	92	1	1	8	7
Bilingual	41	95	0	0	2	5	33	87	2	5	3	8
EDC	40	91	3	7	1	2	43	98	0	0	1	2
Florida Parent	21	91	2	9	0	0	34	100	0	0	0	0
Parent Implemented	12	100	0	0	0	0	10	91	1	9	0	0
Philadelphia Process	29	78	7	19	1	3	54	96	0	0	2	4

Parents (Table 12) responded to a number of questions pertinent to the level of implementation of parent involvement in the program. Across all models, with only slight variations among the models, parents indicated a very high development of interest in their children's education (96%); 76-83% answered that they were comfortable speaking to school personnel, were confident their opinions were respected in the school, and had become more interested in their own education; and 44-54% responded that they would like to work in the schools, and attended school meetings.

From all groups there seem to be definite indications that Parent involvement is being implemented and is successful and well-received overall. Principals seem to feel the most pressing need for improvement in this aspect of the program. The only other result that seems to stand out in comparison to the other data is the considerably smaller (in relation to the other models) percentage of teachers in the Philadelphia Process Model who indicate they welcome parental involvement.

F. Summarization of Ratings: Special Supportive Services.

There are still some variations in the extent to which medical, dental, psychological, and social services are provided. Hot lunches and snacks are universally provided, and it will only be a short time before this can be said of all the services.

Table 12. Number and Percent of Parents Agreeing and Disagreeing with Statements Reflective of Levels of Parent Involvement - By Total Program and Models

PROGRAM AND MODELS	PARENT AGREEMENT-DISAGREEMENT REGARDING LEVEL OF PARENT INVOLVEMENT																											
	"I Attend School Meetings."						"I Feel Comfortable Speaking to School Personnel."						"I Would Like to Work in the School."						"I Feel My Opinions are Respected in the School."						"I Am Developing A Greater Interest in My Child's Education."						"I Am Developing A Greater Interest in My Own Education."					
	Agree		Dis-Agree		No Response		Agree		Dis-Agree		No Response		Agree		Dis-Agree		No Response		Agree		Dis-Agree		No Response		Agree		Dis-Agree		No Response		Agree		Dis-Agree		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	1910	44	1891	44	541	12	3585	83	422	10	315	7	2361	54	1386	32	595	14	3311	76	437	10	594	14	4178	96	55	1	109	3	3370	78	452	10	520	12
Bank Street	239	41	256	44	86	15	458	79	69	12	54	9	305	53	198	34	78	13	425	73	75	13	81	14	559	96	7	1	15	3	449	77	67	12	65	11
Behavior Analysis	400	41	428	44	140	15	809	84	88	9	71	7	552	7	270	28	146	15	724	75	95	10	149	15	941	97	10	1	17	2	775	80	97	10	96	10
Bilingual	361	53	260	38	62	9	519	76	109	16	55	8	388	57	201	29	94	14	525	77	63	9	95	14	658	96	4	1	21	3	528	77	63	9	92	14
EDC	329	40	408	50	88	11	707	86	71	9	47	6	387	47	328	40	110	13	612	74	94	11	119	14	776	94	22	3	27	3	619	75	101	12	105	13
Florida Parent	199	50	164	41	37	9	337	84	39	10	24	6	217	54	139	35	44	11	324	81	33	8	43	11	388	97	4	1	8	2	320	80	38	10	42	11
Parent Implemented	78	45	70	41	25	15	163	94	5	3	5	3	108	62	44	25	21	12	147	85	14	8	12	7	168	97	0	0	5	3	134	78	19	11	20	12
Phila. Process	300	42	304	43	103	15	589	83	61	9	57	8	399	56	206	29	102	14	549	78	63	9	95	13	683	97	8	1	16	2	542	77	66	9	99	14

Teachers and Classroom Aides (Table 13), and Parents, (Table 14) reflect very high awareness overall of the special supportive services the program provides for Follow Through children.

While there are variations in ratings, there would seem to be agreement among the Program Directors, Model Coordinators and Principals overall in evaluating Medical Services as the best element among the supportive services, followed in order by Dental Services, Social Services and Psychological Services. The Hot Lunches and snacks are usually considered good to excellent. This pattern is mirrored in the teachers', classroom aides', and parents' indications of awareness of the services.

Table 13. Number and Percent of Teachers and Aides Indicating Availability to Follow Through Children of Special Supportive Services - By Total Program and Model. (Note: "No Response" data are not included in table.)

PROGRAM AND MODELS	AVAILABILITY OF SPECIAL SUPPORTIVE SERVICES																			
	Medical Care				Dental Care				Social Services				Psychological Services				Free Hot Lunches			
	Teachers		Aides		Teachers		Aides		Teachers		Aides		Teachers		Aides		Teaehers		Aides	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	231	96	344	97	227	94	335	95	193	80	314	89	212	89	319	90	233	97	350	99
Bank Street	26	84	55	98	24	77	53	95	29	94	54	96	28	90	54	96	29	94	56	100
Behavior Analysis	51	100	112	97	51	100	112	97	42	82	104	90	42	82	102	89	48	94	115	100
Bilingual	40	93	37	97	43	100	36	95	28	65	32	84	38	88	36	95	43	100	38	100
EDC	44	100	42	95	42	95	42	95	25	57	32	73	34	77	34	77	43	98	43	98
Florida Parent	21	91	32	94	21	91	30	88	22	96	32	94	23	100	31	91	22	96	34	100
Parent Implemented	12	100	11	100	9	75	7	64	10	83	9	82	10	83	11	100	11	92	11	100
Philadelphia Process	37	100	55	98	37	100	55	98	37	100	51	91	37	100	51	91	37	100	53	95

Table 14. Follow Through Parents' Responses (Number and Percent) to Questions Regarding Program's Provision of Special Supportive Services - By Total Program and Models.

PROGRAM AND MODELS	PARENT RESPONSES TO "THE FOLLOW THROUGH PROGRAM AT MY CHILD'S SCHOOL PROVIDES:"																					
	"Special Dental Services"						"Special Medical Services"						"Special Social and Psychological Services"						"Free Hot Lunches"					
	"Yes"		"No"		"No Response"		"Yes"		"No"		"No Response"		"Yes"		"No"		"No Response"		"Yes"		"No"		"No Response"	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total Program	3764	87	236	5	342	8	3799	88	197	5	346	8	3015	70	436	10	891	21	4257	98	31	1	54	1
Bank Street	474	82	38	7	69	12	450	78	43	7	88	15	363	63	67	12	151	26	561	97	4	1	16	3
Behavior Analysis	820	85	63	7	85	9	846	87	41	4	81	8	645	67	99	10	224	23	956	99	8	1	4	0
Bilingual	633	93	22	3	28	4	615	90	22	3	46	7	518	76	60	9	105	15	663	97	5	1	15	2
EDC	739	90	38	5	48	6	786	95	22	3	17	2	550	67	110	13	165	20	815	99	4	1	6	1
Florida Parent	337	84	24	6	39	10	328	82	27	7	45	11	307	77	23	6	70	18	394	99	0	0	6	1
Parent Implemented	133	77	21	12	19	11	146	84	10	6	17	10	103	60	28	16	42	24	169	98	1	1	3	2
Philadelphia Process	623	8	30	4	54	8	623	88	32	5	52	7	524	4	49	7	134	19	694	98	9	1	4	1

SUMMARY AND CONCLUSIONS

This general summary of program personnel's and parents' perceptions of the Follow Through Program in Philadelphia will draw on the brief summarizing statements included at the end of each preceding section.

All levels of program personnel and parents seem to be highly convinced that the program should continue, and that its unique characteristics as an early childhood program are of benefit to the education of children in Philadelphia. The program elicits very few negative votes regarding its continuance, but does inspire a considerable number of suggestions for modifications in policies and procedures among upper level personnel. Although each group varies in its expression of changes desired, some common themes are as follows: (1) changes in administrative and financial procedures, (2) more staff selectivity, (3) changes in and/or combinations of models or model components, and (4) better federal and sponsor support, and better evaluation efforts at all levels.

There seems to be agreement overall that the program has a positive effect on pupil attitude and attendance, and that pre-school experience is an important element in children's success in the program. The appropriateness of program models for all learners rather than some specific types seems to be the predominant conviction, though Bank Street and EDC personnel seem divided on this point. Regarding the program's

benefit in the area of teacher performance there seems to be unanimity among program personnel that it has produced better teachers with respect to both instruction and motivation. Upper level staff personnel seem to question the program's benefits on teacher attendance, however. Whether length of teaching experience is a benefit or a handicap seems to be a moot point also. The teachers generally seem to acknowledge that the program has clarified their ideas about education, and further increased their interest in teaching, in using varied instructional approaches, and in individualized instruction. Except in the last category (interest in individualized instruction), however, the Behavior Analysis Model teachers responded "Yes" less often than the other Models to these questions.

Very high positive responses are found among classroom aides and parents concerning the program's effectiveness in promoting children's personal and social development. Principals and teachers seem to have slightly more reservations about the program in this area. It is perhaps worth noting that Behavior Analysis and Florida Parent Aides are high among Models in positive responses in this area, while these same Models' teachers are lowest among the Models. Teacher respondents, using effectiveness ratings less often than the other groups, would seem to characterize the models' impact in these areas somewhat as follows (in alphabetical, not rank order):

Bank Street: Identity, School as a Positive Experience, Increasing School Interest and Motivation

Behavior Analysis: Relate to Grown-Ups

Bilingual: All areas, except Relate to Grown-Ups and School as a Positive Experience

EDC: All areas

Florida Parent: Relate to Grown-Ups

Parent Implemented: All areas

Philadelphia Process: Identity, Confidence, Think for Self, Relate to Age Group

With respect to the program's effectiveness in subject matter areas, all levels of program personnel and parents seem to indicate fairly high satisfaction in all areas except Science and Social Studies; the latter "dissatisfaction" might be less that exact kind of response and more a disguised assessment of relative priorities in subject matter that should be the focus of the program. Teachers, the most critical respondents among personnel would seem to assign subject matter effectiveness to the Models as follows (in alphabetical, not rank order):

Bank Street: Oral Expression, Written Expression, Creative Activities

Behavior Analysis: Reading, Arithmetic, Handwriting

Bilingual: Social Studies

EDC: Oral Expression, Written Expression, Creative Activities

Florida Parent: (No particular area)

Parent Implemented: Arithmetic, Science

Philadelphia Process: Science

It should be noted that aides and parents do not agree with the teachers' appraisal in a number of respects, and that all models are seen as effective in a number of areas from the viewpoint of at least one of the groups surveyed, and frequently on the part of a number of the groups.

All levels of program personnel seem to welcome parent involvement. Principals, though welcoming this aspect of the program, feel it needs much more definition. Philadelphia Process teachers seem somewhat less enthusiastic about parent involvement than other Models. Parents overall seem to reflect a fairly high level of implementation of this aspect of the program in the schools.

There seems to be very good implementation throughout the program of the special supportive services aspect also, and high awareness of this fact among all levels of program personnel and parents. Social and Psychological services seem not to be as uniformly provided for as the other services.

A very conservative conclusion regarding program personnel's and parents' perceptions of the program would seem to be one framed on the basis of the most critical group of respondents, the teachers. Using this basis then, there is no hesitation in stating that the program is definitely perceived in positive fashion in all of its major dimensions, and is judged a good early childhood program. It is appreciated for its beneficial effects on teachers and pupils, and almost all Models are given votes of confidence either in terms of their effect on pupil personal and social development or in subject matter areas. "Expected" model patterning, either along personal and social development dimensions or subject matter effectiveness, seems to hold up among teachers.

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APPENDIX

Interview and Survey
Instruments
(Program Directors were asked
to Respond to the Same Interview
Format as Model Coordinators.)

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation

FOLLOW THROUGH COORDINATOR'S INTERVIEW FORMAT

FOLLOW THROUGH MODEL_____

AGE: 25-35 / 35+ Number of Years Teaching Experience_____

Number of Years Teaching Experience in Philadelphia_____

Number of Years Administrative Experience_____

1. How long have you been the Model Coordinator? If position has not been held since 1968-69 School Year, ask: a)How long interviewee has been a Coordinator. b)Whether he/she served in some administrative or teaching position in a Follow Through School previously; obtain specifics on position and years.	_____ _____ _____ _____ _____
(If an appropriate question after response to #1). 2. What was your role in the establishment of the Follow Through Model in Philadelphia? (e.g) a)At what point was he/she consulted about particular model, b)With whom planning interaction principally took place, c)Primary motivation in selecting particular model.	_____ _____ _____ _____ _____

	YES	NO
3. Would you like to see the Follow Through Program and Model continued in Philadelphia	_____	_____
Why?		
a) Financial support	_____	_____
b) Additional staff and materials	_____	_____
c) Curriculum development and guidance	_____	_____
d) Supplementary services	_____	_____
e) Other		

(Depending on response to #3 and factors enumerated there).

	YES	NO
4. Are there any changes you would like to see in the total program or in the model? If not mentioned, question about:		
a) More structured (less structured) classes, ...	_____	_____
b) Inclusion of more children - same grades, ...	_____	_____
c) Inclusion of more - higher - grades, ...	_____	_____
d) Introduction of another model or combination of models, with specific new model interests, ...	_____	_____
e) Different financial arrangements, ...	_____	_____
f) Different kinds of instructional materials, ...	_____	_____
g) Different staffing patterns, ...	_____	_____
h) Another approach to supplementary services, ...	_____	_____
i) Another approach to parental involvement, ...	_____	_____
j) Changes you would like to see in your administrative role?.....	_____	_____
k) Other		

5. In your opinion what are the most important aspects of the Follow Through Program and Model?

If not mentioned, question as to views on importance of program's:	YES	NO
a) Benefit to disadvantaged children, ...		
b) Continuing the benefits of Head Start - Get Set, ...		
c) Stress on "whole child" approach, ...		
d) Stress on relationships between home and school, ...		
e) Emphasis on parental involvement, ...		
f) Method of "planned variation" in models, ...		
g) Emphasis on staff development, ...		
h) Use of smaller classes, ...		
i) Increase in personnel, ...		
j) Stress on individualized instruction, ...		
k) Other		

6. Are you satisfied with the help provided by Federal Follow Through personnel? (Specify).....	YES	NO
a) Clarity of program goals		
b) Lines of communication		
c) Say in major decisions		
d) Consistency in administrative procedures.....		
e) National evaluation feedback		
f) All Follow Through Evaluation (local).....		

	YES	NO
7. Are you satisfied with the help provided by your Model sponsor? (Specify)	_____	_____
a) Extent of curriculum development and guidance	_____	_____
b) Built-in evaluation	_____	_____
c) Communications	_____	_____
d) Number of representatives	_____	_____
e) Frequency of visits	_____	_____
f) Quality of sponsor input	_____	_____
g) Other		

	YES	NO
8. Are there any other special K-3 programs in your Model schools? (Specify)	_____	_____

E.G. District Reading Program
Title 1 Project

Other

9. (If applicable) Please compare the relative effectiveness of these other programs in relation to your Follow Through Model?

a)Quality of curriculum ..... _____
b)Curriculum well defined ..... _____
c)Logical sequence of curriculum ..... _____
d)Built-in evaluation ..... _____
e)Staff and materials ..... _____
f)Parent component ..... _____
g)Other

10. What types of learners do you feel benefit most from the Follow Through Model?

(a) All types of learners... 1

(b) Only some types 2

If (b) Specify types _____

_____

_____

11. What is the influence of Follow Through (your Model) on pupil attendance? (Specify)

12. What is the influence of Follow Through (your Model) on pupil attitude? (Specify)

13. What kinds of teachers are most effective with your Model?

E.G.	Structured	_____	Unstructured (Creative)	_____
	Autocratic	_____	Democratic	_____
	Experienced	_____	Not Experienced	_____
	Young	_____	Old	_____

Other

14. Has Follow Through (your Model) influenced the attendance of the teachers involved? (Specify)

a)More regular attendance _____
b)Less regular attendance _____
c)Other

15. Has Follow Through (your Model) influenced the attitude of the teachers involved? (Specify)

	YES	NO
a) Expanded views on education	_____	_____
b) Greater motivation towards teaching	_____	_____
c) Greater flexibility in teaching	_____	_____
d) Other		

16. Do you think there is a performance difference between Follow Through (your Model) teachers and Non-Follow Through teachers? (Specify)

a) Better trained	_____	_____
b) Clearer concept of the learning process	_____	_____
c) More enthusiastic	_____	_____
d) Other		

	Very Well	Fairly Well	Poorly
17. How well do you feel you communicate with the team leaders and teachers in your model? (Specify)	_____	_____	_____

18. How effective is the Follow Through (your Model) staff Development program? (Specify)

19. How would you rate the quality of the supplementary services provided by Follow Through (your Model)? (Specify)

	Excellent	Very Good	Good	Fair	Poor
a)Medical Services					
b)Dental Services					
c)Psychological Services					
d)Social Services					
e)Hot lunches and snacks					
f)Other					

20. Do you participate in Follow Through (your Model) meetings and activities? (Specify)

	YES	NO
a)PAC meetings	_____	_____
b)Staff development meetings	_____	_____
c)Parent workshops	_____	_____
d)Other		

21. Do you participate in any community groups in the Follow Through neighborhood? YES _____ NO _____

Explain:

22. What is your opinion of the kinds of parental involvement Follow Through (your model) stands for, and your model's approach to parental involvement?

If not mentioned question specifically on:

a) Methods chosen for implementation ..... _____
b) Degree of success from his/her view point .... _____
c) The usefulness of PAC ..... _____
d) Amount of parental input in school policy, curriculum, instructional decisions. ..... _____
e) Amount of contact with Follow Through parents in relation to contact with other parents. ..... _____
f) General views on degree of parental involvement considered beneficial and a hindrance. ..... _____
g) Other

23. Have you noticed any changes in the schools' or school system's functioning as a result of Follow Through? (Specify)

24. Have you become aware of any changes in Non-Follow Through Schools' functioning as a result of Follow Through?

COORDINATOR'S RATING FORM

MODEL_____

Please answer the following questions on a scale from 1-5, where 1 indicates a positive response and 5 a negative one (CIRCLE ANSWERS).

	CLOSELY RELATED				NOT AT ALL RELATED
1. How closely related is your Follow Through Model to your teacher training background?	1	2	3	4	5
2. How closely related is your role in the Follow Through Model to your administrative experience?	1	2	3	4	5
3. How closely related are the Model ideals to other education and training experiences, if any?	1	2	3	4	5

How effective is your Follow Through Model for helping a child:	VERY EFFECTIVE				NOT AT ALL EFFECTIVE
4. establish his identity as a person	1	2	3	4	5
5. gain confidence in himself	1	2	3	4	5
6. think for himself	1	2	3	4	5
7. learn to relate to his age group	1	2	3	4	5
8. learn to relate to grown-ups	1	2	3	4	5
9. view school as a positive experience . . .	1	2	3	4	5
10. develop increasing motivation and interest in school	1	2	3	4	5
11. see the importance of school	1	2	3	4	5

	VERY IMPORANT				NOT AT ALL IMPORTANT
12. In general, how important do you think pre-school experience is for success in your Follow Through Model?	1	2	3	4	5

Again on a scale of 1-5, how well does the Follow Through Model provide an effective approach to the following academic areas? (CIRCLE ALL THAT APPLY.)

	VERY EFFECTIVE				NOT AT ALL EFFECTIVE
3. Reading	1	2	3	4	5
4. Arithmetic	1	2	3	4	5
5. Social Studies	1	2	3	4	5
6. Science	1	2	3	4	5
7. Handwriting Skills	1	2	3	4	5
8. Written Expression	1	2	3	4	5
9. Oral Expression	1	2	3	4	5
10. Creative Activities	1	2	3	4	5

How important has the Follow Through Model been in:	VERY IMPORTANT				NOT AT ALL IMPORTANT
21. clarifying your ideas of what education should do for the child	1	2	3	4	5
22. increasing your interest in individualized instruction	1	2	3	4	5
23. increasing your interest in reaching the home	1	2	3	4	5
24. increasing your interest in teacher development	1	2	3	4	5
25. encouraging you to introduce a variety of approaches in the classroom	1	2	3	4	5

Please indicate on the chart below the kinds of classroom help available to Follow Through classes in your Model, and how effective you think they are.

Type of Classroom Help:	Circle if used in Classroom	Very Effective			Not at All Effective
26. full time aide	1	1	2	3	4 5
27. parent volunteers	2	1	2	3	4 5
28. scholarship parents	3	1	2	3	4 5

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation

FOLLOW THROUGH PRINCIPAL'S INTERVIEW FORMAT

FOLLOW THROUGH MODEL_____

AGE: 25-35 / 35+ Number of Years Teaching Experience_____

Number of Years Teaching Experience in Philadelphia_____

Number of Years Administrative Experience_____

1. How long have you been the Principal? If position has not been held since 1968-69 School Year, ask: a)How long interviewee has been a Principal, b)Whether he/she served in some administrative or teaching position in a Follow Through School previously; obtain specifics on position and years.	_____ _____ _____ _____ _____
(If an appropriate question after response to #1). 2. What was your role in the establishment of the Follow Through Model in Philadelphia? (e.g) a)At what point was he/she consulted about particular model, b)With whom planning interaction principally took place, c)Primary motivation in selecting particular model.	_____ _____ _____ _____ _____

	YES	NO
3. Would you like to see the Follow Through Program and Model continued in Philadelphia	_____	_____
Why?		
a)Financial support	_____	_____
b)Additional staff and materials	_____	_____
c)Curriculum development and guidance	_____	_____
d)Supplementary services	_____	_____
e)Other		

(Depending on response to #3 and factors enumerated there).

	YES	NO
4. Are there any changes you would like to see in the total program or in the model? If not mentioned, question about:		
a)More structured (less structured) classes, ...	_____	_____
b)Inclusion of more children - same grades, ...	_____	_____
c)Inclusion of more - higher - grades, ...	_____	_____
d)Introduction of another model or combination of models, with specific new model interests, ...	_____	_____
e)Different financial arrangements, ...	_____	_____
f)Different kinds of instructional materials, ...	_____	_____
g)Different staffing patterns, ...	_____	_____
h)Another approach to supplementary services, ...	_____	_____
i)Another approach to parental involvement, ...	_____	_____
j)Changes you would like to see in your administrative role?.....	_____	_____
k)Other		

5. In your opinion what are the most important aspects of the Follow Through Program and Model?

_____

If not mentioned, question as to views on importance of program's:

	YES	NO
a) Benefit to disadvantaged children, ...	_____	_____
b) Continuing the benefits of Head Start - Get Set, ...	_____	_____
c) Stress on "whole child" approach, ...	_____	_____
d) Stress on relationships between home and school, ...	_____	_____
e) Emphasis on parental involvement, ...	_____	_____
f) Method of "planned variation" in models, ...	_____	_____
g) Emphasis on staff development, ...	_____	_____
h) Use of smaller classes, ...	_____	_____
i) Increase in personnel, ...	_____	_____
j) Stress on individualized instruction, ...	_____	_____
k) Other		

6. Are you satisfied with the help provided by Federal Follow Through personnel? (Specify).....	YES _____	NO _____
a) Clarity of program goals	_____	_____
b) Lines of communication	_____	_____
c) Say in major decisions	_____	_____
d) Consistency in administrative procedures.....	_____	_____
e) National evaluation feedback	_____	_____
f) All Follow Through Evaluation (local).....	_____	_____

	YES	NO
7. Are you satisfied with the help provided by your Model sponsor? (Specify)	_____	_____
a) Extent of curriculum development and guidance	_____	_____
b) Built-in evaluation	_____	_____
c) Communications	_____	_____
d) Number of representatives	_____	_____
e) Frequency of visits	_____	_____
f) Quality of sponsor input	_____	_____
g) Other		

	YES	NO
8. Are there any other special K-3 programs in your Model schools? (Specify)	_____	_____

E.G. District Reading Program
Title 1 Project

Other

9. (If applicable) Please compare the relative effectiveness of these other programs in relation to your Follow Through Model?

a)Quality of curriculum ..... _____
b)Curriculum well defined ..... _____
c)Logical sequence of curriculum ..... _____
d)Built-in evaluation ..... _____
e)Staff and materials ..... _____
f)Parent component ..... _____
g)Other

10. What types of learners do you feel benefit most from the Follow Through Model?

(a) All types of learners... 1

(b) Only some types 2

If (b) Specify types _____

_____

_____

11. What is the influence of Follow Through (your Model) on pupil attendance? (Specify)

12. What is the influence of Follow Through (your Model) on pupil attitude? (Specify)

13. What kinds of teachers are most effective with your Model?

E.G.

Structured	_____	Unstructured (Creative)	_____
Autocratic	_____	Democratic	_____
Experienced	_____	Not Experienced	_____
Young	_____	Old	_____

Other

14. Has Follow Through (your Model) influenced the attendance of the teachers involved? (Specify)

a) More regular attendance _____
b) Less regular attendance _____
c) Other

	YES	NO
15. Has Follow Through (your Model) influenced the attitude of the teachers involved? (Specify)		
a) Expanded views on education	_____	_____
b) Greater motivation towards teaching	_____	_____
c) Greater flexibility in teaching	_____	_____
d) Other		

16. Do you think there is a performance difference between Follow Through (your Model) teachers and Non-Follow Through teachers? (Specify)		
a) Better trained	_____	_____
b) Clearer concept of the learning process	_____	_____
c) More enthusiastic	_____	_____
d) Other		

	Very Well	Fairly Well	Poorly
17. How well do you feel you communicate with the team leaders and teachers in your model? (Specify)	_____	_____	_____

18. How effective is the Follow Through (your Model) staff Development program? (Specify)

19. How would you rate the quality of the supplementary services provided by Follow Through (your Model)? (Specify)

	Excellent	Very Good	Good	Fair	Poor
a)Medical Services					
b)Dental Services					
c)Psychological Services					
d)Social Services					
e)Hot lunches and snacks					
f)Other					

20. Do you participate in Follow Through (your Model) meetings and activities? (Specify)

	YES	NO
a)PAC meetings	_____	_____
b)Staff development meetings	_____	_____
c)Parent workshops	_____	_____
d)Other		

	VERY ACTIVE	SOMEWHAT ACTIVE	NOT AT ALL ACTIVE
21. How actively are you involved in Follow Through meetings and activities? (Specify)	_____	_____	_____

	YES	NO
22. Do you participate in any community groups in the Follow Through neighborhood?	_____	_____

Explain:

23. What is your opinion of the kinds of parental involvement Follow Through (your model) stands for, and your model's approach to parental involvement?

If not mentioned question specifically on:

a)Methods chosen for implementation ..... _____
b)Degree of success from his/her view point .... _____
c)The usefulness of PAC ..... _____
d)Amount of parental input in school policy, curriculum, instructional decisions. ..... _____
e)Amount of contact with Follow Through parents in relation to contact with other parents. ..... _____
f)General views on degree of parental involvement considered beneficial and a hindrance. ..... _____
g)Other

24. Have you noticed any changes in the schools' or school system's functioning as a result of Follow Through? (Specify)

25. Have you become aware of any changes in Non-Follow Through Schools' functioning as a result of Follow Through?

PRINCIPAL'S RATING FORM

MODEL_____

Please answer the following questions on a scale from 1-5, where 1 indicates a positive response and 5 a negative one (CIRCLE ANSWERS).

	CLOSELY RELATED				NOT AT ALL RELATED
1. How closely related is your Follow Through Model to your teacher training background?	1	2	3	4	5
2. How closely related is your role in the Follow Through Model to your administrative experience?	1	2	3	4	5
3. How closely related are the Model ideals to other education and training experiences, if any?	1	2	3	4	5

How effective is your Follow Through Model for helping a child:	VERY EFFECTIVE				NOT AT ALL EFFECTIVE
4. establish his identity as a person	1	2	3	4	5
5. gain confidence in himself	1	2	3	4	5
6. think for himself	1	2	3	4	5
7. learn to relate to his age group	1	2	3	4	5
8. learn to relate to grown-ups	1	2	3	4	5
9. view school as a positive experience . . .	1	2	3	4	5
10. develop increasing motivation and interest in school	1	2	3	4	5
11. see the importance of school	1	2	3	4	5

	VERY IMPORANT				NOT AT ALL IMPORTANT
12. In general, how important do you think pre-school experience is for success in your Follow Through Model?	1	2	3	4	5

Again on a scale of 1-5, how well does the Follow Through Model provide an effective approach to the following academic areas? (CIRCLE ALL THAT APPLY.)

	VERY EFFECTIVE				NOT AT ALL EFFECTIVE
13. Reading	1	2	3	4	5
14. Arithmetic	1	2	3	4	5
15. Social Studies	1	2	3	4	5
16. Science	1	2	3	4	5
17. Handwriting Skills	1	2	3	4	5
18. Written Expression	1	2	3	4	5
19. Oral Expression	1	2	3	4	5
20. Creative Activities	1	2	3	4	5

How important has the Follow Through Model been in:	VERY IMPORTANT				NOT AT ALL IMPORTANT
21. clarifying your ideas of what education should do for the child	1	2	3	4	5
22. increasing your interest in individualized instruction	1	2	3	4	5
23. increasing your interest in reaching the home	1	2	3	4	5
24. increasing your interest in teacher development	1	2	3	4	5
25. encouraging you to introduce a variety of approaches in the classroom	1	2	3	4	5

Please indicate on the chart below the kinds of classroom help available to Follow Through classes in your Model, and how effective you think they are.

Type of Classroom Help:	Circle if used in Classroom	Very Effective			Not at All Effective	
26. full time aide	1	1	2	3	4	5
27. parent volunteers	2	1	2	3	4	5
28. scholarship parents	3	1	2	3	4	5

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation

FOLLOW THROUGH TEAM LEADER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model _____

_____

3. Model Team Leader 1

Teacher 2

If teacher, grade taught this year..... ☐

4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72

5. Which of the following programs are available through the school to Follow Through children?

CIRCLE ALL THAT APPLY

Medical Care 1

Dental Care 2

Social Services 3

Psychological Services 4

Free Hot Lunches 5

Other (Specify) _____

_____

_____

Don't Know 9

6. How often do you attend Staff Development meetings?

Once a week 1

Every other week 2

Once a month 3

7. In your opinion how effective is the Staff Development Program?

Very effective 1

Somewhat effective 2

Not at all effective 3

8. Have you attended any other Follow Through meetings or activities during this school year?

Yes 1

No 2

9. If yes to Question 8, how often did you attend the other Follow Through activities?

Once 1

Occasionally 2

Regularly 3

10. Do you participate in any community groups in the school neighborhood?

Yes 1

No 2

Please answer the following questions on a scale from 1-5, where 1 indicates a positive response and 5 a negative one.

	CLOSELY RELATED				NOT AT ALL RELATED
11. How closely related is the present Follow Through model in your school to your teacher training background?	1	2	3	4	5
12. How closely related are your present Follow Through model ideals to other education and training experiences, if any?	1	2	3	4	5

How effective is your Follow Through Model for helping a child....	VERY EFFECTIVE				NOT AT ALL EFFECTIVE
13. establish his identity as a person	1	2	3	4	5
14. gain confidence in himself	1	2	3	4	5
15. think for himself	1	2	3	4	5
16. learn to relate to his age group	1	2	3	4	5
17. learn to relate to grown-ups	1	2	3	4	5
18. view school as a positive experience	1	2	3	4	5
19. develop increasing motivation and interest in school	1	2	3	4	5
20. see the importance of school	1	2	3	4	5

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL				POORLY
21. Reading	1	2	3	4	5
22. Arithmetic	1	2	3	4	5
23. Social Studies	1	2	3	4	5
24. Science	1	2	3	4	5
25. Handwriting Skills	1	2	3	4	5
26. Written Expression	1	2	3	4	5
27. Oral Expression	1	2	3	4	5
28. Creative Activities	1	2	3	4	5

29. Are your teaching methods influenced by education or training experiences other than your teacher training?

Yes	1
No	2
Don't Know	9

30. If yes to Question 29, please give examples.

31. What types of learners do you feel benefit most from the Follow Through Model?

(a) All types of learners.... 1

(b) Only some types..... 2

If (b) Specify types _____

_____

_____

Please indicate the effectiveness of the various types of classroom help available to you.

	Type of Classroom Help	VERY EFFECTIVE				NOT AT ALL EFFECTIVE
32.	full time aide	1	2	3	4	5
33.	parent volunteers	1	2	3	4	5
34.	scholarship parents	1	2	3	4	5

		YES	NO
35.	Do you welcome the input of parent involvement created by the Follow Through Model?	1	2
36.	Do you think reaching the child's home is important?	1	2

Has working in the Follow Through Model:

37.	clarified your ideas of what education should do for the child ..	1	2
38.	increased your interest in individualized instruction	1	2
39.	increased your interest in reaching the home	1	2
40.	increased your interest in teaching	1	2
41.	encouraged you to use a variety of approaches in the classroom ..	1	2

42. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT				NOT AT ALL IMPORTANT
1	2	3	4	5

43. How well do you feel you know the people - other teachers, helpers, principal - at the school.

Very well	1
Fairly well	2
Not at all	3
Don't Know	9

44. Do you feel you have had a voice in school policy?

Yes	1
No	2
Don't Know	9

45. Do you feel you have had a voice in preparing your class study plans?

Yes	1
No	2
Don't Know	9

46. Would you like to see the Follow Through program continued?

Yes	1
No	2
Don't Know	9

47. Please specify the reasons for your response to Question 46.

48. As a result of the Follow Through Program are you interested in further education for yourself?

Yes	1
No	2
Don't Know	9

49. How many years of teaching experience do you have?

Less than 2	1
2-5	2
5-10	3
More than 10	4

50. What is the highest level of school you completed?

BA	1
MA	2
MA+	3

51. Sex:

Male	1
Female	2

52. Age:

Under 30	1
30-50	2
Over 50	3

PLACE QUESTIONNAIRE IN THE RETURN ENVELOPE PROVIDED AND HAND TO PERSON IN CHARGE.

THANK YOU

Office of Research and Evaluation
Follow Through Evaluation

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model _____

_____

3. Grade in which you are classroom aide this year..... ☐

4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72

5. Which of the following programs are available through the school to Follow Through children?

CIRCLE ALL THAT APPLY

Medical Care	1
Dental Care	2
Social Services	3
Psychological Services	4
Free Hot Lunches	5
Other (Specify)_____	
_____	
_____	
Don't Know	9

6. How often do you attend Staff Development meetings?

Once a week	1
Every other week	2
Once a month	3

7. In your opinion how effective is the Staff Development Program?

Very effective	1
Somewhat effective	2
Not at all effective	3

8. Have you attended any other Follow Through meetings or activities during this school year?

Yes	1
No	2

9. If yes to Question 8, how often did you attend the other Follow Through activities?

Once	1
Occasionally	2
Regularly	3

10. Do you participate in any community groups in the school neighborhood?

Yes	1
No	2

Please answer the following questions on a scale from 1-5, where 1 indicates a positive response and 5 a negative one.

How effective is your Follow Through Model for helping a child....	VERY EFFECTIVE				NOT AT ALL EFFECTIVE
11. establish his identity as a person	1	2	3	4	5
12. gain confidence in himself	1	2	3	4	5
13. think for himself	1	2	3	4	5
14. learn to relate to his age group	1	2	3	4	5
15. learn to relate to grown-ups	1	2	3	4	5
16. view school as a positive experience	1	2	3	4	5
17. develop increasing motivation and interest in school	1	2	3	4	5
18. see the importance of school	1	2	3	4	5

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL				POORLY
19. Reading	1	2	3	4	5
20. Arithmetic	1	2	3	4	5
21. Social Studies	1	2	3	4	5
22. Science	1	2	3	4	5
23. Handwriting Skills	1	2	3	4	5
24. Written Expression	1	2	3	4	5
25. Oral Expression	1	2	3	4	5
26. Creative Activities	1	2	3	4	5

		YES	NO
27.	Do you welcome the input of parent involvement created by the Follow Through Model?	1	2
28.	Do you think reaching the child's home is important?	1	2

Has working in the Follow Through Model:

29.	clarified your ideas of what education should do for the child	1	2
30.	increased your interest in school	1	2
31.	increased your interest in reaching the home	1	2

On a scale from 1 to 5 where 1 indicates "All of the Time" and 5 indicates "None of the Time", please rate the amount of time you spend as an Aide in each of the following areas:

		ALL	MOST	SOME	LITTLE	NONE
32.	Clerical Work	1	2	3	4	5
33.	Housekeeping and Classroom Management	1	2	3	4	5
34.	Planning Instruction with the Teacher	1	2	3	4	5
35.	Instructing the Whole Class	1	2	3	4	5
36.	Instructing Small Groups	1	2	3	4	5
37.	Instructing Individual Children	1	2	3	4	5
38.	School Activities Outside the Classroom	1	2	3	4	5
39.	Helping Parents and Teacher to Relate well to one another.....	1	2	3	4	5

		YES	NO
40.	In your opinion, are there tasks to be done in the class that you could do, but that are never assigned to you?	1	2

If, "yes", please specify what you could do.

41. How well do you feel you know the people - other aides, teachers, principal - at the school.

Very well	1
Fairly well	2
Not at all	3
Don't Know	9

42. Do you feel you have had a voice in school policy?

Yes	1
No	2
Don't Know	9

43. Do you feel you have had a voice in preparing class study plans?

Yes	1
No	2
Don't Know	9

44. Would you like to see the Follow Through program continued?

Yes	1
No	2
Don't Know	9

45. Please specify the reasons for your response to Question 44.

46. As a result of the Follow Through Program are you interested in further education for yourself?

Yes	1
No	2
Don't Know	9

47. What is the highest level of school you completed?

Elementary 1 2 3 4 5 6 7 8

High School 9 10 11 12

Years of training beyond high school 1 2 3 4 5

48. Sex: Male 1

Female 2

49. Age: Under 30 1

30-50 2

Over 50 3

50. How many children do you have in the Follow Through Program?

0

1

2 or More

PLACE QUESTIONNAIRE IN THE RETURN ENVELOPE PROVIDED AND HAND TO PERSON IN CHARGE.

THANK YOU

CUESTIONARIO PARA LOS PADRES EN FOLLOW THROUGH

Escuela: _____ Grado: _____

Tenga la bondad de informarnos cómo se siente usted con relación al programa Follow Through respondiendo a las siguientes preguntes. Haga un círculo alrededor del número "1" si está de acuerdo con lo que dice la oración y si no está de acuerdo haga un círculo alrededor del número "2."

	SI	NO
1. A mi hijo le gusta la escuela	1	2
2. Mi hijo está aprendiendo a pensar por sí mismo	1	2
3. Mi hijo está aprendiendo a llevarse bien con otros niños de su edad . .	1	2
4. Mi hijo está aprendiendo a llevarse bien con adultos	1	2
5. Mi hijo está aprendiendo a ganar confianza en sí mismo como una persona	1	2
6. Mi hijo está aprendiendo a ver la importancia de la escuela	1	2
Me gusta cómo enseñan a mi hijo:		
7. Lectura	1	2
8. Aritmética	1	2
9. Ciencia	1	2
10. Estudios sociales	1	2
11. Destrezas en escribir	1	2
12. Destrezas en hablar	1	2
13. Cómo ser creativo	1	2
14. Estoy desarrollando más interés en la educación de mi hijo	1	2
15. Estoy desarrollando más interés en mi propia educación	1	2
16. Yo asisto a las reuniones de la escuela	1	2
17. Me es fácil hablar con el personal de la escuela	1	2
18. Me gustaría trabajar en la escuela	1	2
19. Creo que en la escuela se respetan mis opiniones	1	2
En la escuela de mi hijo, el programa Follow Through provee:	SI	NO
20. servicios dentales especiales	1	2
21. servicios médicos especiales	1	2
22. servicios sociales y psicológicos especiales	1	2
23. almuerzo caliente gratis	1	2
24. El programa Follow Through debe continuarse	1	2
25. ¿Tiene usted otros hijos que están matriculados en el programa Follow Through?	1	2

Si usted ha marcado [sí], ¿cuántos? ____

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL_____ GRADE_____

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE	DISAGREE
1. My child enjoys school.	1	2
2. My child is learning to think for himself.	1	2
3. My child is learning to get along well with children his own age. .	1	2
4. My child is learning to get along well with grownups.	1	2
5. My child is learning to gain confidence in himself as a person. . .	1	2
6. My child is learning to see the importance of school.	1	2
I like the way my child is being taught:		
7. Reading	1	2
8. Arithmetic	1	2
9. Science	1	2
10. Social Studies	1	2
11. Writing Skills	1	2
12. Speaking Skills	1	2
13. How to be creative	1	2
14. I am developing a greater interest in my child's education. . . .	1	2
15. I am developing a greater interest in my own education. . . .	1	2
16. I attend school meetings.	1	2
17. I feel comfortable speaking to school personnel.	1	2
18. I would like to work in the school.	1	2
19. I feel my opinions are respected in the school.	1	2
The Follow Through Program at my child's school provides:	YES	NO
20. special Dental Services	1	2
21. special Medical Services	1	2
22. special Social and Psychological Services	1	2
23. free hot lunches	1	2
24. The Follow Through Program should be continued.	1	2
25. Do you have other children in the Follow Through Program	1	2

If yes, how many? _____